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ABSTRACT

These guidelines for new and experienced educators conducting a career investigation program are the basis for revision of vocational education in Texas. Career investigation, a seventh- or eighth-grade semester course, combines vocational and business education courses and assists students in making meaningful and informed educational and career choices. These guidelines contain six chapters dealing with: (1) general information; (2) the effective career investigation teacher; (3) planning for instruction; (4) serving special needs students; (5) public relations; and (6) career guidance material and resources. Chapter 1 contains five appendices: advisory council materials, special provisions for vocational education, program evaluation materials, teacher certification forms, and lists of certification courses and teacher educators. Chapter 2 contains one appendix: a list of regional vocational education equity specialists. Chapter 3 contains four appendices: sample lesson plan, activity forms, payroll information, and progress chart-occupational clusters. Chapter 5 contains three appendices: tips on building positive relations with school personnel, a sample news release, and a certificate of appreciation. Chapter 6 lists career guidance vendors and includes three appendices listing respectively references/resources, software, and audiovisuals. The bibliography contains 18 citations. (NLA)

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GUIDELINES

for Conducting a Quality

Career Investigation

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PROGRAM

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GUIDELINES FOR CONDUCTING A QUALITY CAREER INVESTIGATION PROGRAM

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To ensure educational equity, this material has been reviewed to eliminate bias or stereotyping.

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TABLE OF CONTENTS

Dedication/Acknowledgements	v
Foreword	vi
CHAPTER 1 GENERAL INFORMATION	
Introduction	I-1
Purpose of Guidelines	I-1
Career Investigation Objectives and Goals	I-1
Instruction	I-2
Instructional Materials	I-2
Facilities	I-3
Career Learning Resource Center	I-5
Equipment and Supplies	I-5
Parent/Business Advisory Committee	I-5
Program Evaluation and Student Follow-Up Survey Activities	I-6
Teacher Qualifications and Certification Requirements	I-7
Professional Development	I-9
Appendices	I-13
CHAPTER 2 THE EFFECTIVE CAREER INVESTIGATION TEACHER	
Introduction	II-1
Conveying the Importance of the Course	II-1
Classroom Environmental Factors	II-2
Student Learning Styles	II-4
Evaluation and Assessment of Students	II-6
Creating a Positive Learning Environment	II-7
Maintaining Class Control	II-8
Careers Don't Come in Pink or Blue!	II-11
Appendices	II-19
CHAPTER 3 PLANNING FOR INSTRUCTION	
Introduction	III-1
Lesson Plans and Planning	III-1
Alternative Methods of Instruction	III-3
Locating and Utilizing Community Resources	III-8
Utilizing Audiovisuals	III-11
A Model Classroom Management System	III-13
Utilizing Career Assessment Instruments	III-18
Teaching the 15 Occupational Clusters	III-20
Appendices	III-27
CHAPTER 4 SERVING SPECIAL NEEDS STUDENTS	
Introduction	IV-1
Required Services	IV-1
Students with Handicaps	IV-1
Disadvantaged Students	IV-6
Modifying Instruction for Handicapped Students	IV-7
Students with Special Needs	IV-9
Additional Modification Strategies	IV-10

CHAPTER 5 PUBLIC RELATIONS

Introduction	V-1
School Personnel	V-1
Parents	V-3
Utilizing Media	V-5
Utilizing Letters	V-7
Radio and Television	V-8
Recruiting Students	V-8
Appendices	V-13

CHAPTER 6 CAREER GUIDANCE MATERIAL AND RESOURCES

Introduction	VI-1
Career Guidance Vendors	VI-1
Appendices	VI-9

DEDICATION

Guidelines for Conducting a Quality Career Investigation Program is dedicated to all the past, present, and future Career Investigation teachers in Texas whose enthusiasm for, and dedication to, the young people made a dream reality!

ACKNOWLEDGEMENTS

Special appreciation and thanks go to the entire staff at EDTC for their patience, when copy was very, very late in coming; for their time, effort, and suggestions, which put rough ideas and thoughts into a professional format; and for their love and support, which has helped make Career Investigation a success story.

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Sylvia Clark
Director
Vocational Guidance Programs

FOREWORD

Career Investigation has come a very long way since its beginnings as the pilot program, Occupational Orientation/Investigation, in 1970-71! The original concept and program content have changed very little in twenty years; but a great deal of refinement has taken place. With the refinement, came a new name, a new look, and a renewed interest--just when national studies stressed the lack of and extreme need for a comprehensive career development and planning program! The 1990 Career Investigation Program reflects the sweeping national changes which will enable teachers and administrators to provide today's students with the tools to meet the career development and planning demands of an ever-changing world of work.

Guidelines for Conducting a Quality Career Investigation Program is the third revision of the *Occupational Investigation Teacher's Handbook*. *Guidelines* is a "living" document designed to be easily updated as laws, rules, curriculum, or instructional strategies change. The redesigned format will enable us to provide updated revisions in a much more timely fashion. Any necessary updates will be disseminated during the regular August professional improvement conference.

We hope that the new Career Investigation teacher will find these guidelines helpful in surviving that unforgettable first year, and that the experienced Career Investigation teacher will find these guidelines a useful reference. We also hope that school administrators will not only find these guidelines a useful resource in establishing a quality Career Investigation program, but that the information included will provide them, as instructional leaders, with a better understanding of this unique instructional program.

Sylvia Clark
Program Director
Vocational Guidance Programs

Mary W. Hendrix
Director
EDTC

CHAPTER 1
GENERAL INFORMATION

INTRODUCTION

Educating young people so that they have the attitudes, skills, and knowledges which will enable them to live and work in a changing world is the basis for the revision of vocational education in Texas. *Career Opportunities in Texas: A Master Plan for Vocational Education* became the blueprint for providing career opportunities education to all students graduating or leaving high school. Career Investigation is just one outcome of the Master Plan incentives.

Career Investigation, a seventh or eighth grade semester course, is a combination of the vocational education program Occupational Orientation Investigation and the business education course Career Exploration. Career Investigation is designed to prepare all students to have a greater knowledge and understanding of educational and career options and opportunities and to assist them in making meaningful and informed educational and career choices.

PURPOSE OF GUIDELINES

The purpose of these guidelines is to provide a framework which delineates the components of a quality instructional program. These guidelines are developed with the following specific purposes also in mind:

To provide the new teacher with enough assistance and information to enable him/her to survive the first two years in the Career Investigation classroom;

To provide the experienced teacher with a useful classroom and instructional resource to enable him/her to develop new and creative student activities, while continually improving the overall instructional program; and

To provide local administrators with procedures and guidelines that will assist in the implementation, maintenance, and enhancement of quality Career Investigation programs.

CAREER INVESTIGATION OBJECTIVES AND GOALS

The basis for a quality instructional program lies in understanding its objectives and goals, as these drive the curriculum, the instructional materials, and, where applicable, the textbooks. The objectives for Career Investigation center around preparing students to live and work in an ever-changing economy, society, and environment.

To provide all students an opportunity to gain an understanding of their own interests, abilities, aptitudes, and values;

To assist all students in understanding the relationship between required courses and the world of work, in order to make course content more relevant and realistic;

To provide all students an opportunity to gain valuable career information and related job training;

To provide all students an opportunity to develop an individual inventory of valuable career development background information that can be forwarded to the high school counselors;

To provide an opportunity for all students to become acquainted with various forms of employment and to become familiar with job acquisition and job retention skills;

To provide all students an opportunity to experience hands-on activities for self-appraisal purposes and for exploratory experiences;

To provide all students with an understanding of secondary and post-secondary training opportunities and options;

To provide all students an opportunity to improve and increase their basic skills in mathematics, science, communications, and computer usage; and

To provide all students an opportunity to develop a tentative career and educational plan relevant to their individual interest, abilities, aptitudes, and values.

INSTRUCTION

The Career Investigation teacher, in addition to providing individual and group instructional activities, assumes the leadership role as an instructor of activity-oriented learning experiences. Students must be continually motivated for learning by employing various methods, media, and projects involving the hands and the mind. For example, students might be involved in role-play of securing employment, holding jobs, producing goods and/or services, earning an income, and paying taxes.

Such activity-oriented experiences assist students in making meaningful and informed career decisions. To ensure the relevancy of the instructional program, the Career Investigation teacher should:

Bring individuals with experience in business and industry, the professions, and other occupational pursuits into the classroom; and

Take students, where possible, into work establishments of business and industry, the professions, and other occupational pursuits to acquaint students with the nature of work accomplished therein.

The curriculum and instructional program must be flexible in order to meet each student's needs and career interests and be taught at the achievement level needed for the student to experience success. The curriculum and instructional program should also reflect the changing career patterns of women and men by encouraging the elimination of sex role stereotyping and making students aware of laws affecting equal opportunity in education and employment.

INSTRUCTIONAL MATERIALS

Two very different types of instructional materials are necessary to the implementation of a quality Career Investigation program: teacher reference materials for providing instruction and student reference materials for enhancing instruction.

Teacher reference materials for providing instruction should include the following basic instructional materials which address the essential elements, as required in **19 Texas Administrative Code, Chapter 75:**

1. *Career Investigation Curriculum Guide*

The curriculum guide provides a foundation for the Career Investigation course by translating state-mandated essential elements into specific objectives to be accomplished during the semester. Using the effective teaching practices research, the curriculum guide takes five instructional guides and prescribes a scope and sequence for instruction through suggested daily lesson plans. The curriculum

guide is a MUST for beginning and first-year teachers while serving as a valuable resource for experienced teachers. To meet state accreditation standards, the curriculum guide must be localized, thus reflecting local goals and objectives.

2. *Career Investigation Instructional Guides*

Each of the following instructional guides provides the Career Investigation teacher with the required information and supporting materials and activities to deliver instruction. Each instructional guide contains more materials and activities than can be used in a single semester, thus enabling each Career Investigation teacher to select materials/activities best suited to the needs of the students and the community.

- *Self Appraisal*
- *Career Opportunities*
- *Economic and Societal Factors*
- *Educational and Career Planning*
- *Basic Skills Applications in Career Investigation*

3. *Career Opportunities Audio Visual Packages*

Each of the following five slide/tape presentations consist of a set of 35mm full-color slides, a cassette tape (narrated in both English and Spanish), and an instructor's guide.

- *Careers in the Agribusiness and Natural Resources Cluster*
- *Careers in the Business and Office Cluster*
- *Careers in the Construction Cluster*
- *Careers in the Consumer and Homemaking Cluster*
- *Careers in the Marketing and Distribution Cluster*

4. *Guidelines for Conducting a Quality Career Investigation Program*

All of these state-developed publications, as well as other career guidance and development instructional materials, may be obtained from the Educational Development and Training Center (EDTC), East Texas State University, Commerce, Texas 75428 1-800-356-EDTC.

A library of student-oriented instructional materials must be supplied by the school and must be available to each student enrolled in the program. Reference books, such as the *Dictionary of Occupational Titles* (DOT), *Occupational Outlook Handbook*, and *Occupational Briefs*, form the basis for a reference library. Other reference materials needed to conduct a quality instructional program include career magazines and periodicals, pamphlets, leaflets, vocational inventories and assessment materials, career kits and games, and individual student instructional information.

FACILITIES

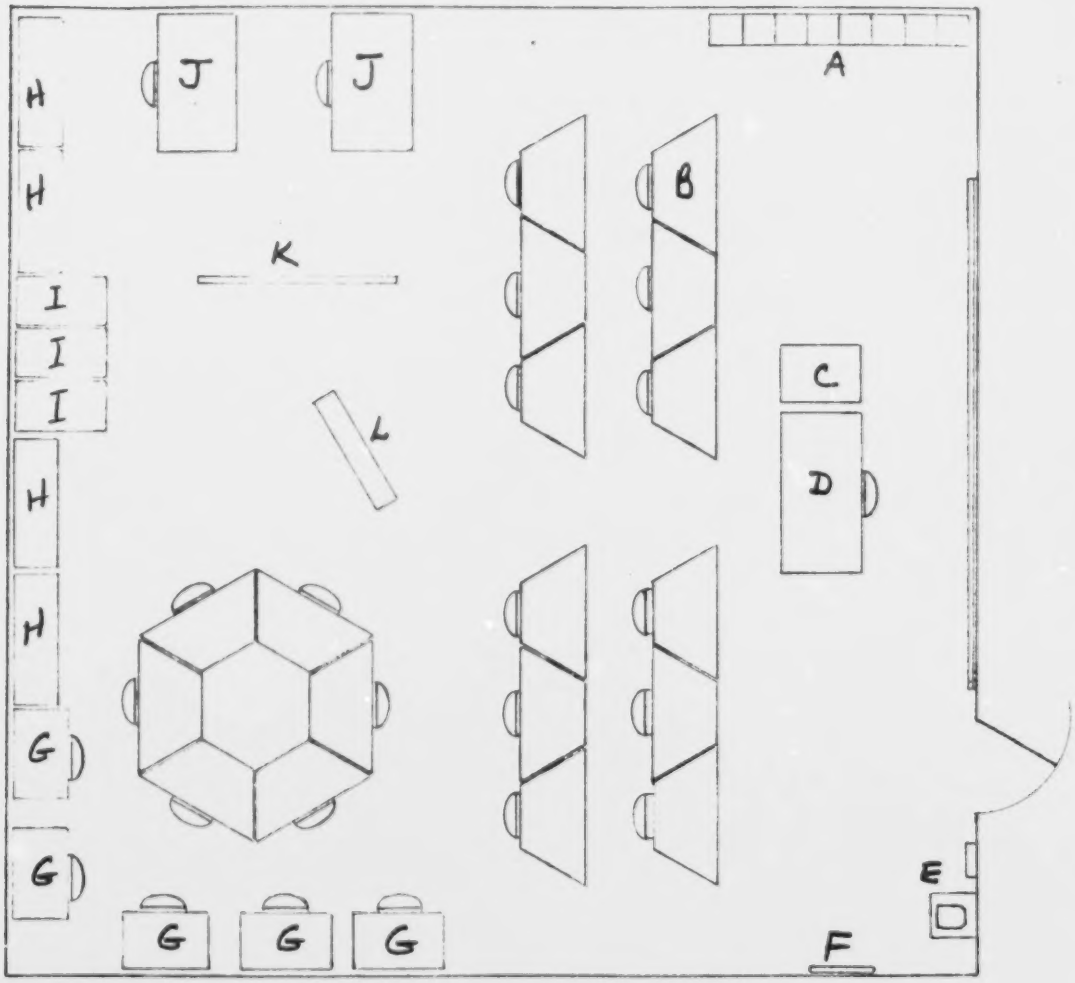
It is recommended that the school district provide sufficient floor space (approximately 900 square feet) to accommodate a classroom instructional area and a Career Learning Resource Center area. The classroom/career learning center should contain a desk for the teacher and sufficient tables and chairs to allow room for students to work individually or in groups. Other standard classroom fixtures, such as filing cabinets, bulletin boards, chalkboards, and bookcases for resource materials should be provided as a minimum classroom arrangement.

The teacher should be assigned the same classroom facility for the entire school year. Because the instructional program is an activity-oriented one, students may be involved in projects that would not be portable between or among rooms. Students should also have access to the instructional materials and

resources that may not be portable between or among classrooms. If it is necessary for the teacher to serve two campuses, he/she should be assigned classrooms in each building with comparable facilities, equipment, and instructional materials/resources.

The following sample layout of a Career Investigation learning facility provides space for a regular classroom instructional arrangement and for a Career Learning Resource Center, which enables students to study in groups or independently, and allows for the full scope of the instructional program to be presented to all students.

SAMPLE CAREER INVESTIGATION CLASSROOM



Legend:

A.	Book Cubical	G.	Study Carrel
B.	Trapezoidal Tables	H.	Bookcase/Storage Units
C.	Book Truck	I.	File Cabinets
D.	Teacher's Desk	J.	Microcomputer with printer
E.	Time Clock with card holder	K.	Divider/Bulletin Board
F.	Full-length mirror	L.	Magazine Rack

CAREER LEARNING RESOURCE CENTER

A learning resource center should be established in the Career Investigation classroom. Many teachers have found the career learning resource center to be especially useful when studying the fifteen occupational clusters; however, it can be utilized for other self-directed or group-study activities. The section of the classroom decorated as the "center" should be arranged to allow for quiet, self-directed study. The center should be attractively identified so that it is a fun place to engage in career development activities.

Regardless of the types of available resource materials included in the career learning resource center, they should be organized and presented in such a manner that minimal teacher direction is required. Instructions for using some materials may be presented on posters or bulletin boards. The teacher may wish to devote a class period to explaining use of the learning center. Students should be encouraged to maintain the center in good working order so that it is always available to interested persons. Various management strategies may be applied to ensure that the center is efficiently and effectively used. Any learning center management strategy should allow for materials to be checked out as if the center were a lending library. Many teachers incorporate a point or incentive system in which students earn opportunities to play career games by completing certain assignments.

EQUIPMENT AND SUPPLIES

It is the responsibility of the school district to provide equipment, supplies, and instructional materials needed by the teacher and by the students. The following is a description of recommended equipment and supplies necessary to conduct a quality and effective Career Investigation program of instruction which covers the full scope of the curriculum and the instructional program.

Audio-visual equipment, such as Dukane projectors, slide or filmstrip projectors, cassette tape recorders, and a videotape player and monitor, if not in the classroom learning center, should be readily accessible to the teacher and the students for group and individual study.

Microcomputers are an integral and necessary instructional tool in the Career Investigation career learning resource center. Access to **Guidance Information System**, GIS, through a stand-alone computer system or through the state-funded dial-up system, provides students with current occupational and educational or training information, which can be easily integrated into the Career Investigation curriculum and instructional format. Integrating GIS into the instructional program reinforces the development of decision-making skills.

In addition to providing hands-on experience for the integration of computer usage skills, microcomputers can aid the teacher in providing student/learner remediation. There is a wealth of software available applicable to employability skills acquisition and the integration of basic academic foundation skills into the instructional program.

Storage cabinets/bookcases, file cabinets for both student and teacher materials, book trucks, a magazine rack, a full-length mirror, a time clock and timecard holder are other recommended instructional items that will facilitate the presentation of the essential elements and provide for an effective classroom management program. Many of the items in the career learning resource center may be obtained from the local businesses through the advisory committee or may be built in other vocational education classes.

PARENT/BUSINESS ADVISORY COMMITTEE

While a separate advisory committe for each vocational program area is not required, it is recommended that a Career Investigation parent/business advisory committee be established to assist in planning, developing, and evaluating the program. One member of the Career Investigation Advisory Committee should serve as the program representative on the district-wide advisory council, which is required by State Board of Education rules.

The purposes of the advisory committee are:

- To provide a link between the community and school for the purpose of maintaining and improving the Career Investigation program;
- To provide advice to help keep the Career Investigation program relevant to the needs of the community; and
- To recommend the update of instructional materials, resources, and equipment.

The advisory committee has no administrative or legislative authority. Members should understand that their role is advisory in nature only and that the control of educational policy remains with the local school board of trustees and/or local administration.

The advisory committee should consist of five to seven members to maintain flexibility and effectiveness. To provide a broad spectrum of talented and interested individuals, the committee should have appropriate representation of business and industry and the professions, of both sexes, and of the racial and ethnic makeup of the schools, community, or region served by the local committee.

The Career Investigation teacher must assume certain responsibilities if the school's relationship with the advisory committee is to be maintained effectively. These responsibilities should include the following:

- To keep committee members informed about program developments and needs;
- To arrange initial meeting and agenda;
- To arrange for physical and organizational preparation prior to committee meetings;
- To consider and implement, if possible, all suggestions and recommendations of the committee; and
- To recognize and show appreciation to committee members.

The first meeting should be held within 30 days of the beginning of school. The number and time schedule of future meetings should be determined by the advisory committee and what is most convenient for them. (See Appendix 1-A for sample of advisory committee agenda, committee member letters, etc.)

PROGRAM EVALUATION AND STUDENT FOLLOW-UP SURVEY ACTIVITIES

School districts conducting a Career Investigation program are required to evaluate the quality and effectiveness of the program (see Appendix 1-B for **Chapter 75, subchapter I, Special Provisions for Vocational Education**). The program evaluation should be conducted in order to determine to what extent the program of instruction continues to be:

1. Realistic and effective in achieving up-to-date program objectives;
2. Suited to the needs, interests, and abilities of students to benefit from the program;
3. Cost effective in terms of numbers of students served and benefits derived;
4. Effective in producing students' achievement of identified competencies; and
5. A quality instructional program that covers the full scope of the program.

The advisory committee can provide invaluable assistance in conducting the program evaluation. The suggested program evaluation form is included in Appendix 1-C. Should they desire to do so, districts may use a current Texas Education Agency sunset review evaluation to conduct the yearly review of programs.

As an additional phase of evaluation, a local follow-up survey for each student who completed the Career Investigation program should be conducted during the student's senior year. The survey should identify the student's career goals, the effectiveness of the program in assisting the student with career and educational decisions, and to what extent vocational/career training was involved. The suggested follow-up survey form is included in Appendix 1-C.

If the Career Investigation program is to truly provide worthwhile information that meets the needs of the students, every teacher should, at the end of each semester, seek input from the students concerning their feelings toward the program. The only way to improve a situation is to know what needs improving, and the students suggestions regarding the effectiveness of the program can be invaluable. Although students are usually more than willing to provide input, they often need some guidance to assist them in knowing exactly what they are evaluating. The following are examples of questions that might be included on a student program evaluation form. (NOTE: Some teachers prefer to rephrase the questions so they fit in a Likert scale, i.e., students answer the questions on a scale of 1-4, 1--not at all, 2--slightly, 3--some, and 4--yes!)

1. In your own words, tell what the major goal of this course is.
2. What did you like best about this class?
3. What did you like least about this class?
4. Would you recommend this class to other students?
5. Did this course help you learn about yourself?
6. Do you have a better idea of the different occupations available to you?
7. What do you remember most about this class?
8. Did this course help you in preparing your high school four-year plan/schedule?
9. Do you feel that the activities we did in class were worthwhile? Fun?
10. Do you have a better idea of what is involved in getting a job?
11. Did this class help you make a decision about your career plans?
12. List ways this course could be improved.
13. List any other comments you wish to make.

In order to elicit candid comments, the teacher should make students understand that they will be answering the survey anonymously.

TEACHER QUALIFICATIONS AND CERTIFICATION REQUIREMENTS

Career Investigation may be taught by any individual with (1) Business Education or (2) Occupational Orientation certification.

The provisional vocational occupational orientation certificate shall be based on (1) preparation and experience in occupational fields for which vocational education is offered and (2) professional development.

(1) Teacher Qualifications:

(A) Bachelor's degree in any field from an accredited institution;

(B) Completion of State Board of Education requirements in United States and Texas *constitutions; and*

(C) Minimum of two years of wage-earning experience in one or more occupations, other than teaching, for which an approved vocational education program exists at the public secondary level. The wage-earning experience may be either part- or full-time and does not have to be continuous. The wage-earning experience, however, must be equivalent to 24 full months based on an average of 40 hours per week.

(2) Professional Development. The vocational certification professional development component shall be completed at an approved institution and shall require:

(A) Completion of 15 semester hours, which must include, but need not be limited to:

(1) **History and Principles of Vocational Education**--A study of the basic principles involved in the development and operation of vocational education programs, services, and activities under federal and state laws.

(2) **Methods and Media for Teaching Vocational Subjects**--A study of vocational teaching methods and selection, preparation, and organization of media for vocational instruction.

(3) **Occupational and Vocational Education Information**--A study of methods for development, organization, and dissemination of occupational information.

(4) **Planning and Organizing Programs of Vocational Guidance**--A study of the purposes and functions of a guidance program, group guidance procedures, components of a vocational guidance program, and techniques of providing vocational guidance for elementary and secondary students and adults.

(5) **Class and Laboratory Organization and Management**--A study of the organization of procedures to facilitate teaching in the laboratory facility; using assignment and progress charts; arrangements of tools, equipment, and materials; and using student leadership in non-teaching laboratory routine and record keeping.

(B) Two years of successful teaching experience on emergency teaching permits in the area of Career Investigation.

(C) Successful performance on the TECAT.

A Statement of Qualifications form (VOC-139, sample in Appendix 1-D) verifying appropriate work experience must be approved by the employing school superintendent or certification officer of an institution of higher education approved to prepare teachers for Career Investigation prior to placement of the teacher in a Career Investigation assignment.

The superintendent of the employing school district shall submit, within 30 days of employment, an application for the emergency permit, copy of the deficiency plan (prepared by an approved institution), copy of the approved statement of qualifications, official transcripts, and fee to the Division of Teacher Certification, Texas Education Agency, requesting an emergency teaching permit. The teacher has two years to remove the deficiencies.

Listings of the institutions with the contact person approved to prepare teachers in Career Investigation and the specific courses offered by each of the institutions are included in Appendix 1-E.

PROFESSIONAL DEVELOPMENT

Within available funds, the Texas Education Agency will conduct, each summer, a statewide professional improvement conference to enhance the professional development of all Career Investigation teachers. All sessions conducted during the statewide conference are approved by the Texas Education Agency for advanced academic training (AAT) clock hours. As needed and within available funds, regional conferences may also be conducted during the regular academic year. The regional conferences are approved for AAT credit, also.

Because as federal program improvement funds may be used to support the improvement activities of the Career Investigation program, school districts are encouraged to approve the participation of their Career Investigation teachers so they may enhance and improve their instructional techniques and strategies for planning, developing, and implementing a quality Career Investigation program. Participation in the conference also gives teachers an opportunity to share others' expertise and successful activities.

APPENDIX I-A

SAMPLE LETTER INVITING NOMINEE TO SERVE AS PROGRAM REPRESENTATIVE ON ADVISORY COUNCIL

Date

Name, Title
Name of Firm
Address
City, State

Dear (Name):

(Name) Middle/Jr. High School has an ongoing Career Investigation program involving _____ - graders in the career decision-making process. It is essential that we have assistance in developing and maintaining a program to meet the needs of the students in our community. We invite you to serve on an advisory council because of your interest in the students' futures in our community. The advisory council will play an important role in ensuring that the students enrolled in the (Name of School District) are prepared to meet the challenges of the world of work.

Please complete and return the enclosed card by (date). I hope you can accept this nomination; the success of our vocational programs depends upon the input gained from interested community members like yourself.

Sincerely,

Name
Career Investigation Teacher

SAMPLE OF CARD ACCEPTING OR REJECTING APPOINTMENT TO SERVE

3" x 5" Cards

(Name of school district's) Vocational Education Council

_____ I will be able to accept the appointment.

_____ I will not be able to accept the appointment.

_____
(Signature)

_____
(Date)

SAMPLE LETTER ANNOUNCING ADVISORY COUNCIL MEETING

Date

Name
Address
City, State

Dear (Name):

The Vocational Education Advisory Council meeting will be held at (hour) (date) in (room) (name of school or meeting location).

A copy of the agenda and a reply card are enclosed. We look forward to seeing you on (date).

Sincerely,

Name
(letter should be sent by vocational administrator or school superintendent)

Enc.

SAMPLE OF MEETING REPLY CARD

3" x 5" Cards

(name of school district's) Vocational Education Advisory Council

_____ Yes, I will attend the advisory council meeting.

_____ No, I cannot attend the advisory council meeting.

_____
(Signature)

_____
(Date)

(Sample of Self-Addressed, Stamped Reply Card)

A SUGGESTED CHECKLIST IN PLANNING ADVISORY COUNCIL MEETINGS

_____ 1. Plan agenda.

_____ 2. Prepare a list of items to be presented.

_____ 3. Make reservations for meeting room(s).

_____ 4. Notify members of meeting date.

_____ 5. Mail copies of agenda to all committee members.

_____ 6. Include invitations to appropriate administrators.

_____ 7. Check reservation for meeting room(s) a few days before meeting.

_____ 8. Check on special equipment needed for meeting (e. g., overhead projector, filmstrip projector).

_____ 9. Call members a few days before to remind them of meeting.

_____ 10. Arrive at the meeting at least 45 minutes early to arrange the room, set up special equipment, etc.

AGENDA SAMPLE

Date:

Time:

Place:

I. Welcome and remarks by chief school administrator

II. Introduction of council members

III. Presentation of local vocational education goals and objectives

IV. Explanation of the responsibilities of the council

V. Tour of facilities

VI. Coffee break

VII. Election of officers

VIII. Assignment of duties and selection of next meeting date

IX. Questions and answers

X. Adjournment

APPENDIX I-B

SUBCHAPTER 1. SPECIAL PROVISIONS FOR VOCATIONAL EDUCATION

75.211 Vocational Program Units - General Provisions

Statutory Citation

Texas Education Code, 21.112(e), (h), and (i):

"(e) All new, additional, and continuing vocational programs shall offer competency-based instruction. Instruction must be based on the essential elements approved by the State Board of Education. A competency profile must be maintained for each student enrolled.

"(h) A district may employ vocational personnel on 10-, 11-, or 12-month contracts, in accordance with the rules adopted by the State Board of Education.

"(i) A district may assign vocational teachers to teach other subject areas in which the teachers are certified or to other duties as necessary. Vocational funding for the teachers assigned nonvocational duties will be reduced by an amount equal to the portion of the school day during which those duties are performed."

Rule

(a) All vocational program units shall provide competency-based instruction. Instruction shall be based on the State Board of Education-approved essential elements.

(b) A competency profile shall be maintained on each student enrolled. Competency profiles for students in vocational education courses, other than grade 11 and 12 occupationally specific courses, shall be defined as evidence of mastery of the essential elements.

(c) A district may employ vocational personnel on 10-, 11-, or 12-month contracts in accordance with local policy.

(d) Additional assignments may be given teachers assigned to vocational program units provided the full scope of the vocational program is being conducted in accordance with this subchapter. These additional assignments may be:

(1) periodic or rotating duties that are normally assigned all teaching faculty members, such as hall duty, class sponsorship, or parking lot duty; and

(2) nonvocational assignments including, but not limited to, study hall and nonvocational teaching assignments. In accordance with the Texas Education Code, 21.112(i), funding for vocational teachers assigned nonvocational activities will be reduced by an amount equal to the portion of the school day that the teacher is involved in nonvocational activities.

Source: The provisions of this 75.211 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.212 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

Cluster course--A course designed to impart occupationally-related skills that are basic to a related family of occupations.

Comprehensive course--A course designed to be exploratory in nature and provide students with a broad exposure to an entire industry.

Cooperative education course--A course designed to provide occupationally-specific training in a specific occupation. The training is planned and supervised cooperatively by the local education agency and employers. Students receive occupational and related instruction by alternating study in school with work experience in a specific occupation.

Pre-employment laboratory course--A course designed to provide occupationally specific training in a specific occupation. The training is provided in a laboratory setting utilizing tools, equipment, and processes actually utilized in the occupation.

Technical course--Specific, generally a one-semester course designed to provide a concentrated focus on an occupational or technological area.

Source: The provisions of this 75.212 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.213 General Operational Provisions

(a) Instruction shall be planned to reinforce the skills of reading, writing and mathematics in grades 7-12.

(b) Each school district shall plan and provide instruction to meet the needs of all students, including students who require special services or specially designed vocational instruction, and handicapped students who have individual needs and who may require special services, modified vocational instruction, or specially designed vocational instruction.

(c) Students at grades 7-12 shall, to the extent possible, be taught in regular classes with necessary support to enable them to succeed. If the student cannot succeed in a regular class, he or she may be served in a separate class designed to serve the needs of such students or the vocational component of an alternative program.

(d) Students identified as educationally disadvantaged in accordance with the provision of the Carl D. Perkins Vocational Education Act (Public Law 98-524), limited English proficient, or at risk of not graduating from high school in Subchapter H of this chapter (relating to Promotion and Alternatives to Social Promotion) are eligible participants in vocational programs when the requirements in this subsection are met.

(1) Assessment of vocational interest, aptitudes, and special needs of each student will be made prior to planning a vocational program for the students.

(2) Each student identified as educationally disadvantaged, limited English proficient, or at risk by the district, may participate in vocational education (regular and Coordinated Vocational-Academic Education (CVAE) programs at age appropriate levels: 14-year-olds may enroll in ninth grade courses, 15-year-olds may enroll in 10th grade courses, 16-year-olds may enroll in 11th grade courses, and 17-year-olds may enroll in 12th grade courses.

(3) Students identified as educationally disadvantaged, limited English proficient, or at risk in Subchapter H of this chapter (relating to Promotion and Alternatives to Social Promotion), will be served through coordination of general and vocational instruction to ensure that the concepts in both programs are taught in an applied manner.

(e) Handicapped students as identified in accordance with the provisions of the Carl D. Perkins Vocational Education Act (Public Law 98-524), the Education of the Handicapped Act, as amended (Public Law 94-142), and Chapter 89, Subchapter G of this title (relating to Special Education), shall be instructed to the extent possible within a regular vocational class. Provisions for special education instruction, modification of curriculum or program goals, and additional support service shall be provided the student. Students unable to succeed in an integrated setting may be served in separate programs designed to address their special vocational education needs.

(f) Handicapped students identified in accordance with provisions of Public Law 98-524, Public Law 94-142, and Chapter 89, Subchapter G of this title (relating to Special Education) are eligible participants in vocational education when the requirements in this subsection are met.

(1) Vocational interest and vocational aptitude assessment data will be collected for each handicapped student as specified in 89.233(h) of this title (relating to Comprehensive Individual Assessment) prior to his or her enrolling in vocational education classes. Assessment data will be collected for each handicapped student by special education personnel with assistance from vocational education personnel when appropriate.

(2) A vocational education counselor or teacher shall review the vocational assessment data with the special education person responsible for the vocational assessment. A written recommendation for appropriate vocational program placement shall be developed cooperatively, signed by both representatives, and presented to the Admission, Review, and Dismissal (ARD) Committee, in accordance with 89.233(h) of this title (relating to Comprehensive Individual Assessment).

(3) The ARD committee shall include a vocational administrator or a designee from vocational education or the vocational teacher who will instruct the student as voting members of the ARD committee in accordance with 89.233(h) of this title (relating to Comprehensive Individual Assessment).

(4) Those identified handicapped students who cannot succeed in regular vocational education programs without modifications, special supplementary aids, or services placed in vocational education programs shall be placed through the ARD committee process. The handicapped student will be placed in the least restrictive vocational education environment appropriate to the needs of the student, in accordance with 34 Code of Federal Regulations, Part 400.

(5) In accordance with 89.223 of this title (relating to Content of the Individual Education Plan [IEP] and 34 Code of Federal Regulations, Part 400, an ARD committee will address the goals, objectives, and vocational needs of each handicapped student in the IEP including:

(A) modification of instructional equipment;

(B) modification or adaptation of program goals; and

(C) related aids and services needed to benefit from the vocational program.

(g) Districts shall schedule time for supervision, planning, organizing, conducting, and coordinating the instruction by vocational teachers of students in their required supervised occupational experience programs, supervised work experiences, or on-the-job training in cooperative education.

(h) Districts must conduct a follow-up study on students who have completed a vocational program and graduated from high school. The follow-up study shall be conducted annually and shall address only those students who graduated during the previous school year. Follow-up records shall be retained for a period of not less than five years.

(i) Needs of students and adequacy of instructional facilities must determine the assignment of vocational program units to individual campuses. The maximum number of students enrolled in a class section shall not be greater than the number who can be provided safe and effective instruction and the number of available classroom or laboratory training stations.

(j) Pre-employment laboratory and cooperative education programs may be offered for two years; the length of other programs is determined by the units of credit specified for each program. Handicapped students may be counted as eligible students for an extended number of years when the extended time for instruction is specified as a modification in the IEP.

(k) Vocational programs should be available to students who have the interest, aptitude, and ability to benefit from the program. Vocational programs are designed to:

(1) assist students in making informed and meaningful occupational choices;

(2) prepare students for paid or unpaid employment; or

(3) provide preparation for enrollment in an occupational program at a high secondary or postsecondary level.

Source: The provisions of this 75.213 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.214 Vocational Course Requirements

(a) Specific course requirements by vocational program area are shown in the following table. Subsections (b)-(j) of this section provide additional information about course requirements for students.

VOCATIONAL COURSE REQUIREMENTS

	GRADE RANGE	MINIMUM AGE	SPECIFIC REQUIREMENTS
AGRICULTURAL SCIENCE AND TECHNOLOGY			
Agriscience			Each student must carry out an approved supervised agricultural activity for three months each semester of enrollment in Agriscience. The supervised agricultural activity shall be optional in the Introduction to World Agriculture course. See (c) and (e)
Comprehensive	9-12		
Cluster	10-12		
Technical	10-12		
Agribusiness			
Cooperative education	11-12	16	A student may take Agriscience prior to enrolling in cooperative education; however, Agriscience is not a prerequisite for cooperative education. See (b).
Agribusiness			
Pre-employment laboratory	11-12		A student may take Agriscience prior to enrolling in pre-employment laboratory; however, Agriscience is not a prerequisite for pre-employment laboratory. See (c)
HOME ECONOMICS			Districts are required to offer Life Management Skills at grades 7 and 8. Each student enrolled in Comprehensive, Cluster, and Technical Courses must carry out an approved supervised occupational activity program. See (h)
Life Management Skills	7-8		
Comprehensive	9-12		
Cluster	10-12		
Technical	10-12		
Cooperative education	11-12	16	See (b)
Pre-employment laboratory	11-12		See (c)
MARKETING			
Cluster	10-12		
Cooperative education	10-12	16	See (b)
Pre-employment laboratory	11-12		See (c)

VOCATIONAL COURSE REQUIREMENTS

	GRADE RANGE	MINIMUM AGE	SPECIFIC REQUIREMENTS
TRADE AND INDUSTRIAL			
Cluster	10-12		
Cooperative education	11-12		
Pre-employment laboratory	11-12	16	See (b)
HEALTH OCCUPATIONS			See (c)
Cluster	10-12		
Cooperative education	11-12		
Pre-employment laboratory	11-12	16	See (b) and (c)
OFFICE EDUCATION			See (c)
Cluster	10-12		
Cooperative education	11-12		
Pre-employment laboratory	11-12	16	See (b)
COORDINATED VOCATIONAL-ACADEMIC EDUCATION			See (c)
Cooperative education	9-12		
Pre-employment laboratory	7-12	16	See (b) and (c)
VOCATIONAL EDUCATION FOR THE HANDICAPPED			See (c) and (d)
Pre-employment laboratory	7-12		
INDUSTRIAL TECHNOLOGY EDUCATION		14	(must turn 14 before or during the school year) See (j)
Introductory Industrial Technology I & II	7-8		
Comprehensive	9-12		
Technical	9-12		
Principles of Technology I & II	11-12		
CAREER INVESTIGATION	7-8		
VEH CAREER INVESTIGATION	7-12		See (j)
VEH OCCUPATIONAL EXPLORATION	9-12		
TECHNICAL ED. INTERNSHIP	12	16	See (f) and (g)
INDIVIDUALIZED VOCATIONAL EDUCATION	9-12	14 16	(on campus) See (j) (in business or industry)

VOCATIONAL COURSE REQUIREMENTS

	GRADE RANGE	MINIMUM AGE	SPECIFIC REQUIREMENTS
BASIC VOCATIONAL EDUCATION	9-12	14	See (k)

(b) Each student, while enrolled in a cooperative education program, must be employed part-time in one of the approved occupations listed under the appropriate program of vocational education. To receive three units of credit, a student must be employed 15 hours per week. At least 10 of the required 15 hours must be during the school week. For two units of credit, the student must be employed 10 hours per school week. Districts shall identify cooperative program units as either two-credit or three-credit units. All students enrolled in the same cooperative program unit shall be eligible to receive the same units of credit. A student may be counted as an eligible student from the date of employment provided an approved training plan is on file with the local education agency within three weeks after the date of employment. Cooperative education training plans shall be developed by the cooperative training teacher/coordinator in consultation with the person responsible for providing on-the-job training experiences to the student involved. Training stations shall be in business, industry, and governmental agencies and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements which address the appropriate essential elements identified in this chapter.

(c) Each student is expected to pursue a program in manipulative processes, applied basic academic skills, related and technical instruction, practical experiences, and planned field trips directly related to the occupation or cluster of occupations approved. Courses classified as cluster, technical, or pre-employment emphasize specialized and practical knowledge related to the mechanical, scientific, or technical aspects of the occupational objective.

(d) Students enrolled in coordinated vocational-academic education must be one or more years below grade level in achievement in three or more academic courses, or below grade level as evidenced by a score at or below the 25th percentile on a standardized test at the time of enrollment.

(1) students will be placed in coordinated vocational-academic education programs based on their individually assessed needs, interests, and abilities;

(2) an educational plan is developed for each participating student;

(3) a process is developed and implemented to ensure close coordination between the general and vocational components of the program; and

(4) a process is developed and implemented for monitoring a student's academic and vocational progress and exit provisions.

(e) The supervised agricultural activities shall relate directly to the course in which the student is currently enrolled and shall be for the purpose of reinforcement, in-depth study, or enrichment related to classroom instruction; however, the use of time during the school day for activities such as the feeding and grooming of animals for show purposes is prohibited. The preceding limitation does not prohibit activities that are designed to assist students in mastering the course essential elements. The three-month supervised agricultural activity requirement for students enrolled in agriscience may be satisfied by any one of the following three methods or a combination of the three:

(1) agricultural entrepreneurship (involves the functions of organizing and managing the factors of production and distribution of goods and services);

(2) work experience in an agribusiness establishment; or

(3) point credit for supervised agricultural activities which require the development of skills, outside the classroom, that are considered necessary for employment in the agricultural science and technology industry.

(f) Each student, while enrolled in a technical education internship program, must be serving as an unpaid part-time intern in an approved technical occupation. To receive three units of credit, a student must be in training 15 hours per week; at least 10 of the required 15 must be during the school week. For two units of credit, the student must be in training 10 hours per school week. Districts shall identify technical education internship program units as either two-credit or three-credit units. All students enrolled in the same technical education internship program unit shall be eligible to receive the same units of credit. A student may be counted from the date of placement as an intern provided an approved training plan is on file with the local education agency within three weeks after the date of placement. Technical education internship training plans shall be developed by the teacher/coordinator in consultation with the person responsible for providing intern training experiences to the student involved. Training stations shall be in business, industry, or governmental agencies and shall provide each student with a broad range of technical training experiences. The approved training plans shall be based on competency statements which address the appropriate essential elements identified in this chapter.

(g) Students enrolled in technical education internship must have previously completed:

(1) two years of mathematics, including Algebra II or geometry;

(2) two years of science; and

(3) a program specifically related to the area of internship placement or a 30-hour (minimum) technical education internship summer program.

(h) The home economics supervised occupational activity program shall be for the purpose of remediation, reinforcement, in-depth study or enrichment related to classroom instruction. This requirement may be satisfied by any one of the following techniques:

(1) entrepreneurial activities in home economics;

(2) on-the-job training in a home economics occupation; or

(3) research and/or its application in home economics or individual curriculum content element(s).

(i) Districts operating vocational education magnet schools may request modification to the grade range requirements, in accordance with 75.164 of this chapter (relating to Experimental Course, Magnet Programs, and Alternative School Programs) specified in subsection (a) of this section.

(j) Enrollment for vocational education for the handicapped (VEH) and individualized vocational education (IVE) for the handicapped will be limited to handicapped students identified in Chapter 89, subchapter G of this title (relating to Special Education). Students will be placed through the ARD Committee and have an IEP.

(k) Enrollment for the basic vocational education (BVE) course shall be limited to students who are two or more years below grade level in reading and mathematics and/or students identified as handicapped in Chapter 89, Subchapter G of this title (relating to Special Education), who have been placed in the program through the Admission, Review, and Dismissal (ARD) Committee and have an individual educational plan (IEP).

Adopted by the State Board of Education, January 1990.

Source: The provisions of this 75.214 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.215 Participation in Vocational Education Programs

Before students who do not meet the requirements in this chapter are enrolled, as ineligible students, in secondary vocational education programs, the following factors and the effect or result thereof shall be considered:

(1) available facilities, work stations, or teaching capacity;

(2) effect of the enrollment upon the established or proposed vocational program;

(3) suitability of established curricula for the particular student; and

(4) effect of the enrollment upon the progress of other students in the vocational program.

Source: The provisions of this 75.215 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.216 Vocational Education Student Organizations

School districts shall provide opportunities for student participation in a local chapter of an approved student leadership organization related to each vocational program being conducted. The following provisions apply in vocational education student organizations.

(1) No student shall be required to join or participate in such organizations.

(2) Students shall not be released from classes for the purpose of attending a local meeting of a vocational student organization, with the exception of absences that are subject to the provisions 97.113 of this title (relating to Student Absences for Extracurricular or Other Activities).

(3) The activities of vocational student organizations shall be considered as extracurricular activities and shall be subject to the provisions of 97.113 of this title (relating to Student Absences for Extracurricular or Other Activities).

Source: The provisions of this 75.216 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.217 Specific Program Requirements

(a) Agriculture.

(1) The full scope of the agriscience program shall include the comprehensive agriscience courses and six semester courses from at least three different instructional areas.

(2) The full scope of the combination agriscience/agribusiness program shall include the comprehensive agriscience courses and four semester courses from at least three different instructional areas in addition to at least one class of pre-employment laboratory training or at least one class of cooperative part-time training.

(3) Each course in paragraphs (1) and (2) of this subsection requires a supervised agricultural activity program to be conducted in accordance with 75.214(e) of this title (relating to Vocational Course Requirements), with the exception of the Introduction to World Agriculture course in which the supervised agricultural activity program is optional.

(4) One hour per day of supervising the agricultural activity program may, at the option of the local district, be counted as classroom teaching to meet the minimum teaching duty requirements in the **Texas Education Code, 13.907.**

(5) Teachers assigned to program units or combination program units shall visit the supervised agricultural activity program of each student at least three times each semester.

(6) For each vocational agriculture program unit approved for more than 10 months, the district shall ensure that the activities of the teacher include supervising and instructing the students in the supervised agricultural activity program, assisting students with the development of the supervised agricultural activity program, visiting prospective students and parents concerning the supervised agricultural activity program, and supervising and managing the school agricultural laboratory/project site.

(b) Home economics education.

(1) A minimum comprehensive and technical home economics program shall consist of at least one course of comprehensive home economics and a combination of four different specialized semester home economics technical courses representing four different subject matter areas each school year.

(2) Vocational home economics program units approved for comprehensive and technical home economics courses must include conducting parent/guardian conferences and organizing and supervising the required occupational activity program of students.

(3) One hour per day of organizing and supervising the occupational activity program may, at the option of the local district, be counted as classroom teaching to meet the minimum teaching duty requirement in the **Texas Education Code, 13.907.**

(4) Home economics program units approved for comprehensive home economics courses and technical courses and approved for more than 10 months shall consist of organized group instruction and supervised occupational activity program, and may include other activities conducted for prospective students.

(A) An organized group instruction summer program shall provide instruction in one or more home economics subject matter areas and shall be based on the State Board of Education-approved essential elements.

(B) Secondary school students may participate in the organized group instruction summer program on either a credit or noncredit basis.

(i) Credit for the organized group instruction summer program may be granted to students accomplishing the goals and objectives established by the home economics teachers and approved by the local school administration. The goals and objectives shall be established to require both class instruction and occupational activity program.

(ii) A student may receive up to one unit of credit for summer program activities; however, no more than one-half unit of credit may be earned each summer.

(iii) A student may enroll in summer program activities after completion of two semesters of vocational home economics education.

(c) Pre-employment laboratory program units.

(1) Pre-employment laboratory classes may be conducted for one, two, or three class periods per day in accordance with this subsection.

(2) All two- and three-hour pre-employment classes must be scheduled for consecutive class periods.

(3) Students may not be enrolled in or receive credit for participating one hour in a two-hour class or for one or two hours in a three-hour class.

(4) One-hour pre-employment classes may be offered in coordinated vocational-academic education (grade nine only), vocational education for the handicapped (grades seven, eight, and nine only), agriculture, marketing education, office education, home economics and health occupations.

(5) Cosmetology pre-employment classes must be conducted for three consecutive class periods each day.

(6) At local option, senior students in their last semester of high school who have completed three semesters of vocational training may be placed with business or industry for paid or unpaid employment in a training station provided:

(A) the training station is directly related to the occupational area for which the student has received training;

(B) an approved training plan is on file with the local education agency within three weeks after the date of placement;

(C) remediation for identified needs is available in the pre-employment laboratory; and

(D) the training occurs during the time period in which the student is scheduled in the pre-employment laboratory class.

(d) Cooperative education program units.

(1) Teachers assigned to cooperative education program units shall:

(A) visit each student training station at least six times each school year, including at least one visit during each student grading period; and

(B) be assigned specific times each day for the purpose of supervising the on-the-job training of students enrolled.

(C) A MOCT program unit may not be approved in a school district if the district has any other cooperative training program unit in operation.

(D) All other sections of this chapter related to cooperative training program units shall apply to MOCT program units.

(E) Districts with an average daily attendance in excess of 1,600 and having unique situations may request special approval from the commissioner for a MOCT program.

(e) Technical education internship program units.

(1) Teachers assigned to technical education internship program units shall:

(A) visit each student training station at least six times each school year, including at least one visit during each student grading period; and

(B) be assigned specific times each day for the purpose of supervising the intern training of students enrolled.

(2) Up to two hours of intern supervision per day may, at the option of the local district, be counted as teaching to meet the minimum teaching duty requirement in the Texas Education Code, 13.907.

(3) At the option of the local district, the related technical education internship class may be scheduled for a period of three consecutive hours for a three-credit course and two consecutive hours for a two-credit course during one school day. The technical education internship teacher/coordinator must have as a minimum one other regularly scheduled classroom instructional period, per school day, and conduct a daily technical education internship organizational, instructional, and attendance reporting class for a period of not less than 30 minutes. Teacher-coordinators of districts utilizing this option must meet the requirements of 143.1 of this title (relating to Minimum Teaching Duties).

(f) Vocational cluster courses.

(1) Vocational cluster courses are one-hour classes that may be taught:

(A) as an approved vocational program unit utilizing an appropriately certified occupational exploration teacher or a vocational teacher certified in one or more of the occupational areas addressed in the cluster course;

(B) as a part of an approved vocational program unit in an occupational area that is addressed in the cluster course; or

(C) as a part of several approved vocational program units utilizing a team teaching approach with certified vocational teachers assigned to teach the portion of the cluster course related to their area of certification.

(g) Industrial technology education. The full scope of the high school industrial technology education program, grades 9-12, shall include the comprehensive course and/or at least one course from each of the following areas: communication, energy, and production technology.

(h) Individual vocational education.

(1) The individual vocational education (IVE) program may be offered at grades 9-12 for severely handicapped students who receive special education instruction during 50% or more of the school day. The class will be a coordinated effort between vocational education and special education. The program will be conducted with on-campus instruction beginning at age 14 and off-campus on-the-job training at age 16. The program will be individualized with each student being trained in multiple areas. The program will provide instruction in varied supported work models including, but not limited to:

(A) shadow training on campus and in business or industry;

(B) job coach in business and industry;

(C) mobile workcrews; and

(D) enclaves in industry.

(2) Teachers assigned to the IVE class must be certified in one of the vocational education program areas and have additional training provided or identified by the Central Education Agency.

(i) Principles of technology

(1) The principles of technology may be taught by:

(A) a science teacher holding a high school certificate with a teaching field in physics or science composite and verifiable physics applications experience in business and industry; and

(B) a certified industrial technology teacher, agricultural science and technology teacher, or trade and industrial education teacher with verifiable physics applications experience in business and industry, or, in lieu of the business and industry experience, completion of a minimum of six semester hours of college physics, chemistry, or electricity/electronics.

(2) All teachers assigned to teach the principles of technology shall participate in a Central Education Agency sponsored workshop for beginning principles of technology teachers prior to teaching the course.

(j) Basic vocational education

(1) The basic vocational education (BVE) course may be offered at grades 9-12 for students who are 14 years of age and older and who are eligible for special education programs and have an individual educational plan (IEP) or for students who are two or more years below grade

level in reading and mathematics. The course shall be taught for one or two hours per day and shall be a full-year course. The program components shall include:

(A) informal counseling and guidance;

(B) instruction to include functional academic concepts as they relate to vocational education;

(C) emphasis on employability skills and application of productive work habits and attitudes;

(D) occupational awareness;

(E) hands-on occupational exploration; and

(F) vocational assessment of interests, abilities, needs, and job readiness skills.

(2) Teachers assigned to the BVE class must have certification in one of the vocational education program areas and shall participate in a Central Education Agency sponsored workshop for beginning BVE teachers prior to teaching the course.

Adopted by the State Board of Education, October 1989.

Source: The provisions of this 75.217 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

75.218 Program Evaluations

(a) Vocational programs shall be evaluated each year as part of the district and campus five-year plan.

(b) Programs designed to prepare students for gainful employment shall be evaluated to determine the extent to which instruction meets the following criteria:

(1) Programs are realistic in light of actual or reliably anticipated opportunities for gainful employment.

(2) Programs are suited to the needs, interests, and ability of students to acquire the knowledge and skills necessary to enter and succeed in employment in those occupations.

(3) Programs are effective in the teaching, reinforcement, and application of basic skills.

(4) Programs are cost effective in terms of number of students served.

(5) Programs are effective in placing students, either in employment in those occupations or continuing occupational training at the postsecondary level.

(c) Approved home economics program units for comprehensive and technical education courses, industrial technology, and career investigation shall be evaluated to determine the extent to which the program is:

(1) realistic and effective in achieving up-to-date program objectives;

(2) suited to the needs, interests, and abilities of students to benefit from the program in which they are enrolled;

(3) effective in the teaching, reinforcement, and application of basic skills;

(4) cost effective in terms of numbers of students served and benefits derived; and

(5) effective in producing students' achievement of identified competencies.

Source: The provisions of this 75.218 adopted March 1988 to be effective April 7, 1988, 13 TexReg 1447.

APPENDIX 1-C

CAREER INVESTIGATION PROGRAM EVALUATION

Teacher's Name _____ Campus Name _____

Evaluator's Name _____ Date of Evaluation _____

	Superior Performance	Exceeds Expectations	Meets Expectations	Below Expectations	Poor or Non-Existent
A. PROGRAM ADVISORY COMMITTEE					
1. The program is represented on the district wide advisory committee.	5	4	3	2	1
2. The program utilizes its own advisory committee which is composed of representatives of the general public, parents, business, industry, and the professions.	5	4	3	2	1
3. The program advisory committee is composed of representatives of both sexes, racial, and ethnic minorities found in the classroom and in the community.	5	4	3	2	1
4. The program advisory committee reviews, recommends, and proposes changes in the curriculum, instructional materials, supplies, and resources to update the quality of the instruction and the program.	5	4	3	2	1
B. STUDENT ENROLLMENTS					
1. Each student received guidance and counseling in making the decision to enroll in the program.	5	4	3	2	1
2. Parents/guardians were informed as to the program's purposes, objectives. and expected student outcomes.	5	4	3	2	1

	Superior Performance	Exceeds Expectations	Meets Expectations	Below Expectations	Poor or Non-Existent
C. FACILITIES AND EQUIPMENT					
1. The facility is arranged and organized to insure a safe and appropriate environment for effective student learning.	5	4	3	2	1
2. The facility and resources provided for the program support effective teaching strategies in the instructional program.	5	4	3	2	1
3. Acoustics, ventiliation, heating, and lighting provide for an effective student learning environment and meet required health standards.	5	4	3	2	1
4. Daily custodial services are provided and the classroom and instructional areas are maintained in a clean and orderly fashion.	5	4	3	2	1
D. INSTRUCTIONAL OBJECTIVES AND METHODS OF INSTRUCTION					
1. Instructional objectives are competency-based and are developed from the appropriate essential elements identified in Chapter 75 Curriculum.	5	4	3	2	1
2. Instructional objectives are reviewed and updated annually for relevance to current and projected occupational needs, current technology, occupational skills, and local instructional goals and objectives.	5	4	3	2	1
3. A variety of proven and effective instructional techniques is used to achieve the instructional objectives.	5	4	3	2	1
4. There is evidence of planning, preparation, and scheduling for class instruction, applied activities, field trips, and guest speakers.	5	4	3	2	1

	Superior Performance	Exceeds Expectations	Meets Expectations	Below Expectations	Poor or Non-Existent
5. All students are actively involved in meaningful educational activities relevant to the lesson.	5	4	3	2	1
6. The teacher participates in professional improvement conferences and other professional development activities that enhance his/her teaching effectiveness and his/her knowledge of state-of-the-art practices in business, industry, and technology.	5	4	3	2	1
7. Documentation of student mastery of the essential elements is maintained for each student.	5	4	3	2	1
8. The teaching strategies and instructional objectives include the development of personal and social skills identified as necessary for successful employees.	5	4	3	2	1
9. The teaching strategies and instructional objectives provide students the opportunity to apply basic skills.	5	4	3	2	1
10. Class sizes are appropriate for promoting effective learning and for individualized instruction.	5	4	3	2	1
11. The teacher has developed a plan for providing remedial or tutorial instruction in the essential elements to ensure success for all students.	5	4	3	2	1
12. The teacher provides enrichment activities that challenge students.	5	4	3	2	1
13. Research assignments are included in the instructional program and course content and require use of the school library.	5	4	3	2	1

	Superior Performance	Exceeds Expectations	Meets Expectations	Below Expectations	Poor or Non-Existent
E. INSTRUCTIONAL AND RESOURCE MATERIALS					
1. All curriculum guides and instructional materials are adapted to include local and campus instructional objectives and are used effectively in the teaching/learning process.	5	4	3	2	1
2. Up-to-date and relevant occupational information, including automated career information systems, is available and used by the students.	5	4	3	2	1
3. The teacher is involved in the acquisition and selection of a variety of current instructional materials and supplies that are appropriate and necessary to conduct a quality program of instruction and applied activities.	5	4	3	2	1
4. A classroom reference library includes a variety of supplementary and enrichment materials and is arranged to provide students maximum use and benefit as a support to the instructional program.	5	4	3	2	1
5. A variety of instructional media equipment is available and utilized to provide a well-balanced and varied instructional program.	5	4	3	2	1
6. Computer-assisted instruction is utilized.	5	4	3	2	1
7. Local business, industry, and professional representatives from the community or service area are utilized as resources for the instructional program.	5	4	3	2	1

	Superior Performance	Exceeds Expectations	Meets Expectations	Below Expectations	Poor or Non-Existent
F. STATUS OF PROGRAM COMPLETERS					
1. Follow-up data on program completers is collected during the students' senior year in high school.	5	4	3	2	1
2. Follow-up data on completers is used by the teacher and the advisory committee to review and improve instructional objectives and student learning.	5	4	3	2	1

G. COMMENDATIONS:

_____

_____

_____

_____

H. RECOMMENDATIONS FOR PROGRAM IMPROVEMENT:

_____

_____

_____

_____

FOUR YEAR FOLLOW-UP SURVEY
FOR
CAREER INVESTIGATION
(HIGH SCHOOL SENIORS)

The purpose of this survey is to determine whether your classroom work and experiences in the Career Investigation course have had an influence in your educational and career planning. Since your responses will be anonymous, you are encouraged to provide information that will be meaningful, useful, and sincere. Complete each item by either circling the appropriate response or by completing the blanks. It may have been some time ago that you had this course and it might be difficult to remember clearly; however, please do the best you can.

1. What are your plans following graduation:

_____College and part time employment
_____Employment, full time
_____Employment, part time
_____College, 4 years
_____College, 2 years
_____Military
_____Vocational/technical school
_____Apprenticeship
_____Other_____

2. At the present time, what is your planned career choice or planned area of study after high school?

_____

_____

In the column, circle the number which best answers each of the following questions.

4 - yes
3 - somewhat
2 - slightly
1 - not at all

DID CAREER INVESTIGATION

3.	Help you develop a positive attitude toward yourself?	4 3 2 1
4.	Improve your ability to get along with others?	4 3 2 1
5.	Help you recognize your abilities and limitations?	4 3 2 1
6.	Help you relate your interests, values, and aptitudes to career choices?	4 3 2 1
7.	Make you aware of how to look for a job?	4 3 2 1

8. Help you learn necessary skills in applying and interviewing for a job? 4 3 2 1

9. Help you recognize personal traits that contribute to being successful on the job? 4 3 2 1

10. Help you understand the basic principles of our economic system? 4 3 2 1

11. Make you aware of career areas not previously considered? 4 3 2 1

12. Help you recognize job responsibilities of various careers? 4 3 2 1

13. Help you make a tentative career choice? 4 3 2 1

14. Help you learn to use standard job reference materials (Occupational Outlook Handbook, Dictionary of Occupational Titles, etc.)? 4 3 2 1

15. Help you understand the steps in decision making? 4 3 2 1

16. Help you recognize the importance of goal setting? 4 3 2 1

17. Help prepare you for high school? 4 3 2 1

18. Help you make tentative high school course selections? 4 3 2 1

19. Classroom materials (books, handouts, audiovisuals, equipment, etc.) were relevant for the program? 4 3 2 1

20. Help you to appraise a job realistically? 4 3 2 1

21. Help you to comprehend the total world of work, as well as the career choices you choose for further study? 4 3 2 1

22. This course should

_____Be a required course for all students in the middle schools.
_____Be an elective course for only those wanting to take it.
_____Not be offered in the middle school, but offered in high school.

23. Are you now enrolled in a vocational program?

_____Yes; Name of Program_____

_____No

24. What was the most important thing you learned in this class?

_____

_____

25. Please give your suggestions for improving the Career Investigation program.

_____

_____

_____

_____

THANK YOU FOR COMPLETING THE SURVEY!

APPENDIX 1-D

TEXAS EDUCATION AGENCY

Division of Teacher Certification

Applicant's
Statement of Qualifications
For Secondary Vocational Education Certification

Authority for Data Collection: Texas Education Code, Section 13.032

Planned Use of the Data: Evaluate candidate for qualification for vocational education certification and use as basis for issuance of certificate.

Instructions: (1) Persons seeking certification in secondary vocational education fields should complete this form. (2) Print or type using black ink or ribbon. (3) If you have questions, contact the Division of Vocational Education Compliance at (512) 463-9311.

1. _____
Last Name | First Name | Middle Initial | Social Security No.

2. _____
Street Address | City | State | Zip Code | Phone Number

3. United States Citizen: Yes _____ No _____ If the answer is no, a Statement of Intention to Become a United States Citizen (TCER-023) must be filed with the Division of Teacher Certification before a certificate or permit can be authorized.

Date of Birth: _____

4. Title of position(s) for which you wish to qualify: _____

_____

If this position requires a license or registration, give name of license or registration, number, and state: _____

_____

6. High School Attended: _____
Name of School | City | State

Did you graduate? _____ When? _____ High School Equivalency _____

(PLEASE SUBMIT A COPY OF TEST SCORES FOR GENERAL EDUCATIONAL DEVELOPMENT TEST AND CERTIFICATE OF HIGH SCHOOL EQUIVALENCY.)

7.

Trade School, College, or University Attended	Dates	Semester Hrs. Completed	Degree-Date

8. Degree(s) Held:

Bachelor's Degree: Major _____ Minor _____

Master's Degree: Major _____ Minor _____

Doctor's Degree: Major _____ Minor _____

(Attach official transcript(s) of all college work completed.)

9. Vocational Teacher Training and/or other Specific Occupational Courses which help qualify you for this position:

Institution	Courses Completed	Clock Hours

Note: On an attachment you may wish to describe inservice, company training courses, or apprenticeship programs that you have completed.

10. **Instructions:** Starting with the present date, list in reverse order all trade and/or occupational experience including full-time teaching acquired since leaving high school. Use a separate line for each employer where you had a regular job. If you were regularly employed by two separate employers at the same time, list the full-time employment on one line and the part-time employment on the following line. **Employment for less than 20 hours per week shall not be considered for purposes of establishing acceptable work experience.**

Dates of Employment		Length of Employment (in months)	Average Hours Per Week	Name and Address of Company/Organization	Name of Employer or Immediate Supervisor	Trade or Skilled Work* Personally Performed by You
From Month Year	To Month Year					

(Continue occupational experience below.)

*Be specific: List machines operated, skilled work or services performed, subject taught, and supervisory experience (number of employees supervised).

11. Indicate below the names of three persons qualified to comment regarding your wage-earning experiences other than teaching:

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

Name _____ Address _____ Occupation _____

12. Teaching Certificates Held

Regular _____

List all certificates other than vocational.

_____
Certificate Number

Vocational _____ Area _____ Kind _____ _____
Date Issued Certificate Number

13. Applicant's Affidavit

I, _____, affirm that (1) the above information is *to the best of my knowledge a true statement of facts* con-
(Name in Full)
cerning date of birth, education, teaching experience, and occupational experience; (2) I understand any deficiency found in this Statement of Qualifications may disqualify me for consideration as a public school vocational teacher; and (3) I understand that one requirement for vocational-technical teachers is to complete specialized teacher-training courses at an approved educational institution, or workshops conducted or sponsored by the Texas Education Agency and to demonstrate successful performance on the Texas Examination of Current Administrators and Teachers (TECAT) during my first year to teach vocational courses in Texas.

Date: _____ Applicant's Signature: _____

---

14. **To be completed by Employing School District or College/University approved to offer course work required for the vocational certificate sought.**

I have reviewed the experience and qualifications represented herein and approve this applicant for employment in the following vocational programs.

_____

_____

_____

_____

Date: _____ _____
Signature of Superintendent of Schools,
Designated Representative or Certification Officer

Name of Employing School District or College/University _____

County-District Number _____ – _____

APPENDIX 1-E

CAREER INVESTIGATION CERTIFICATION COURSES

The following is a list of specified courses that are offered by the universities approved by the Texas Education Agency for the certification of occupational investigation and occupational exploration teachers.

TEXAS EDUCATION AGENCY TITLE	CORPUS CHRISTI STATE	EAST TEXAS STATE	NORTH TEXAS STATE	PRAIRIE VIEW A & M	SAM HOUSTON STATE	SOUTHWEST TEXAS UNIV.	TEXAS A & M UNIV.	UNIV. OF HOUSTON	UT TYLER
History and Principles of Vocational Education - A study of the basic principles involved in the development and operation of vocational education programs, services and activities under federal and Texas laws.	OE 439	Vo.Ed. 579 or Ag.Ed. 579	EDVT 5430	I.E. 823	Vo.Ed. 575	Vo.Ed. 5303	Vo.Ed. 601	OCED 6305	EDVO 4331
Planning and Organizing Programs of Vocational Guidance - Purposes and functions of a guidance program. Group guidance procedures. Components of a vocational guidance program. Techniques of providing vocational guidance services for elementary and secondary students and adults.	OE 521	Counseling and Guidance 523	EDVT 5400	I.E. 813	Vo.Ed. 585	Ag.Ed. 5331	Vo.Ed. 612	OCED 6363	EDVO 5315
Occupational and Vocational Education Information - A study of methods for development, organization, and dissemination of occupational information.	EP 506	Counseling and Guidance 512	EDVT 5410	I.E. 833	Vo.Ed. 562	Vo.Ed. 5355	Ed. Psy. 632	OCED 6362	EDVO 5337
Methods and Media for Teaching Vocational Subjects - A study of vocational teaching methods and selection, preparation, and organization of media for vocational instruction.	OE 405	VOED 597	EDVT 5440	I.E. 843	Vo.Ed. 573	Vo.Ed. 5301	I.Ed. 613	OCED 6316	EDVO 4311

<u>Class and Laboratory Organization and Management</u> - Organization of procedures to facilitate teaching in the laboratory facility; using assignment and progress charts; arrangements of tools, equipment, and materials; and using student leadership in non-teaching laboratory routine and record keeping.	OE 436	Vo.Ed. 597	EDVT 5460	I.E. 430 or 500	In.Ed. 491	Vo.Ed. 5301 or 5205	In.Ed. 626	OCED 6304	EDVO 4312 or 4313

CAREER INVESTIGATION CERTIFICATION TEACHER EDUCATORS

Dr. Larry Kolb
331 Riverside
San Marcos 78666
512/392-4285

Dr. Pat McLeod
University of North Texas
College of Education
Box 6711, North Texas Station
Denton 76203
817/565-2711

Dr. Al Goodwin
Sam Houston State University
Dept. of Vocational Education
Huntsville 77341
409/294-1142

Mary W. Hendrix
East Texas State University
Commerce 75429
214/886-5038

Dr. Katy Greenwood/Dr. Kenneth Brown
College of Technology
Center for Applied Technology
4800 Calhoun Road
Houston 77004
713/749-4854

Dr. Charles T. Edwards, Jr.
College of Industrial Education and Technology
P. O. Box 2123
Prairie View A&M
Prairie View 77445

Dr. Jerome Kapes
College of Education
Dept. of Interdisciplinary Education
Texas A&M University
College Station 77843
409/845-5479

Dr. Richard Shepherd
Corpus Christi State University
6300 Ocean Dr.
Corpus Christi 78412
512/991-6810

Dr. H. Donald Garrison
Dept. of Technology
The University of Texas at Tyler
3900 University Blvd.
Tyler 74701

Delbert Gibbs
Corpus Christi State University at Weslaco
P. O. Box 175
Weslaco 78596

CHAPTER 2
THE EFFECTIVE CAREER INVESTIGATION TEACHER

INTRODUCTION

Talk with an enthusiastic, highly-motivated Career Investigation teacher for any length of time, and it becomes apparent that an effective Career Investigation teacher must possess a repertoire of additional skills and techniques over and above those required of a regular classroom teacher. This chapter is devoted to providing information, ideas, and suggestions to assist the new and/or the experienced Career Investigation teacher in acquiring a broader repertoire of skills and techniques proven successful in the Career Investigation classroom and in utilizing them to maximize their desired effect. These skills include:

1. Recognizing and conveying the importance to each student's future of the subject matter addressed in the Career Investigation class;

2. Understanding the importance of the environmental factors common to every classroom that have a strong effect upon student performance, such as
   -- the teacher's management/teaching styles,
   -- the student's learning style,
   -- the evaluation and assessment of the student;

3. Creating a positive learning environment;

4. Maintaining a disciplined classroom; and

5. Eliminating sex/career stereotyping, because careers don't come in pink or blue!

CONVEYING THE IMPORTANCE OF THE COURSE

Enough cannot be said about the importance of the teacher believing in the benefits that Career Investigation provides for the students. It is difficult for students in the middle school to realize that, in the near future, the information they learn in the Career Investigation class will have a direct effect on them. The teacher, therefore, must believe in the benefits of early career planning and development and convey that belief to the students. The following are some examples of ways the teacher can do this:

1. Invite students from the high school to speak to the class concerning the problems they have encountered in career decision making, obtaining a job, personal money management, etc. Let's face it--students are more likely to believe other students than adults!

2. Have the students participate in a role-playing session in which they must look for a job and apply for it. Do not give any instructions. This is a great pretest for Unit 1, Job Acquisition, of the *Economic and Societal Factors Instructional Guide*.

3. During one of the first class periods, have students write down as many occupations as they can think of. Then, at the conclusion of studying the occupational clusters, have them do it again. Most likely, the students will notice a significant difference in the two lists.

4. Use the activities located in the *Educational and Career Planning Instructional Guide* that involve parents, relatives, etc., in providing information concerning their own career decision-making experiences.

Although many other examples could be included, the important thing to remember is that if the teacher is enthusiastic about the program, that enthusiasm will, indeed, rub off on the students!

CLASSROOM ENVIRONMENTAL FACTORS

TEACHER'S CLASSROOM ORGANIZATION/MANAGEMENT STYLES

The teacher's classroom organization and management style not only determines the students' level of motivation, it affects classroom discipline and the level of communication between student and teacher. While there are no good or bad classroom management styles, some are more effective in the Career Investigation instructional program. Classroom management styles can be classified as either teacher-centered or student-centered.

In teacher-centered classrooms, the teacher directs all activities and leads all discussions, whether they be lectures or group discussions. Students perceive their role as passive; they are expected to "sit still and pay attention," to "listen." As a result, students participate reluctantly or not at all. Student work is frequently late, incomplete, or non-existent. Regardless of ability or interest level, all students are exposed to the same instruction through the same instructional approaches at the same time! Bright students are rarely challenged, and the slower ones become frustrated. Teachers who are most comfortable with the teacher-centered management style tend to overstructure classroom experiences, thus overlooking the relevance of classroom experiences to individual students' needs. The traditional classroom arrangement, i.e., students seated in desks in neat rows, facing the chalkboard and the teacher's desk, typify the teacher-centered classroom.

In student-centered classrooms, the teacher places more responsibility for their learning upon the students. Students have higher levels of achievement because being involved in the classroom experiences provides effective motivation. With the teacher serving as a guide, learning activities are designed to build on each student's strengths, interests, needs, and desires, while still meeting the goals and objectives of the class. Individual student needs and interests are considered when lesson plans and activities are developed; students may even contribute to or help develop their specific learning objectives or lessons. The Career Investigation program is successful because of its student-centered classroom activities, which are facilitated in the "ideal" Career Investigation Learning Resource Center presented in Chapter 1. The flexibility designed in the Career Learning Resource Center promotes maximum student self-directed experiences, which in turn promotes maximum student achievement!

TEACHING STYLES

In order for maximum learning to occur in any classroom, it is important for a teacher to understand that his/her teaching style can be the key to improved student achievement and, therefore, the students' success, and, obviously, to improved student self-esteem. The way a lesson or new material is introduced cannot only be the key to improved student achievement but can provide a teacher with some insight into his/her preferred teaching style.

If new concepts are introduced with fact after fact until, gradually, students begin to understand the idea, analytic teaching is taking place. Analytic teaching requires the learner to absorb many small bits of information which are then synthesized into overall information. Youngsters who process information analytically are concerned with details, rules, procedures, and directions and will do well with a teacher who has an analytic teaching style. However, most people do not learn this way!

Most learners process information in a global fashion. The younger the individual, the more likely he/she is to be a global processor, who will learn best from instruction given in a global manner. Global teaching introduces the material or the lesson through a story which provides students with an overview, or "the big picture," which is filled in with pertinent facts. Global processors prefer general guidelines, variety, alternatives, and variable approaches.

Just as neither of these cognitive information-processing styles is "better" than the other, neither teaching style or preference is better than the other. However, it is critical to student success that the teacher match instructional style to the appropriate students. To determine one's preferred teaching style, all one needs to do is to analyze how new material is introduced to the class. Once a teacher has determined which approach, analytic or global, is the preferred teaching style, adjustments can be made in each day's lesson which will provide all students an opportunity to experience instruction in their preferred information processing manner.

GUIDELINES FOR GLOBAL TEACHERS

A teacher who determines that the global teaching approach is the one most frequently used can reach the analytic processing students by trying the following:

1. **Explanation and visual reinforcement.** Explain procedures and approaches that should be used in reaching objectives or conclusions. Write key words or phrases on the board during presentation. (Analytic learners respond to words and numbers.) Give detailed answers to questions. Use printed visuals such as overheads, slides, or the chalkboard.

2. **Directions.** List all assignments, directions, test or assignment dates, and specific objectives on handouts and give one to each analytic student. Or list the above items on a chart and have students copy them.

3. **Learning through direct teaching or related resources.** Proceed step by step through the details until students have acquired the necessary skills or understandings. Again, put key words or phrases on the board; provide factsheets and duplicated materials; underline or highlight important sections; check homework and notebooks daily. Teach these students to use the library to find and use reinforcing materials.

4. **Testing and feedback.** Test analytic students frequently; provide instant feedback on details; respond to questions as soon as possible; check listed expectations and requirements.

GUIDELINES FOR ANALYTIC TEACHERS

The teacher whose preferred teaching approach is analytic and who wishes to teach global students in ways that make learning easier for them to understand and remember may want to try the following suggestions:

1. **Introducing materials.** Open the lesson with a story, anecdote, a funny incident, or a joke that is directly related to the content. When possible, relate the introduction to the students' experiences. If this is not feasible, relate the introduction to something that is realistic to them.

2. **Discovery through group learning.** Rather than give the students too many facts directly, let them unravel the facts by themselves. Use small groups, unless students prefer to work out solutions by themselves. Global students usually find problem solving less threatening when others are around.

3. **Written and tactual involvement.** Once global students have thought through the details/facts related to what they must learn, have them write their new information and, if possible, illustrate it. Globals tend to draw meaning from pictures, photographs, symbols, and other visual forms; these students respond less well to numbers and words. Globals can demonstrate their mastery of specific objectives by developing dioramas, charts, games, etc. Acting out what they have learned is also effective for globals--pantomimes, plays, puppet shows. It is even effective for global learners to develop their own teaching devices so that others can learn globally.

Though most teachers are analytic in their teaching style, 50% of the secondary students and almost 75% of the elementary students are global learners. Since it certainly isn't fair to teach to only one style and not to the other, teachers are encouraged to try teaching globally at least part of the time. This will enable the teacher to be more successful with more students more of the time!

STUDENT LEARNING STYLES

INTRODUCTION

Every individual has a learning style--the way in which one prefers to study, concentrate, and learn new and difficult information or skills. Rita and Kenneth Dunn have described the various factors that impact how students learn in *Teaching Students Through Their Individual Learning Styles: A Practical Approach*. Though there are many other learning styles theories, the Dunns' research in and practical approach to utilizing accepted research has proven the most effective in enabling teachers to recognize the learning-style needs of individual students. This section will present a brief overview of the second part of the teaching-learning process--the learning process.

Learners are greatly affected by (1) their immediate environment, (2) their own emotionality, (3) their sociological needs, and (4) their physical needs.

IMMEDIATE ENVIRONMENT

Is this picture familiar--a youngster sprawled on the floor, notebooks spread all around, little direct light by which to read, and the music or TV set turned full volume? Three of the four environmental factors necessary to the youngster's ease of learning are readily apparent--noise versus quiet; bright or dim light; and formal or informal design or arrangement of environment. The fourth factor is the temperature, whether it needs to be warm or cool. If all students are to have an opportunity to have some or part of their environmental learning needs met, the classroom will have to have "learning centers" or the capability of being rearranged to meet the environmental needs of the students!

EMOTIONALITY

The emotional needs of learners include motivation--the desire or lack of it to achieve academically. Motivated students are certainly easier to teach than the unmotivated ones, and how we teach them must be different. As motivated students are eager to learn, they should be told what is required of them, what resources are available, where or how to get assistance should they need it, and how they will be expected to demonstrate mastery of what they have learned from the assignment. Unmotivated students, however, should be given short assignments and the resources used to complete the assignments should be in their preferred perceptual learning strengths. These students need strategies other than lectures or discussions to learn.

The amount of persistence the learner has--whether a task will be worked on until completed, whether help will be sought as needed, or whether he or she loses interest when the task becomes difficult--is one of the

elements in the learner's emotionality. Length and type of assignments given students should be varied based upon the teacher's observation of the students' ability to complete or stay with a task.

Responsibility, doing what one "ought" to do, is closely related to persistence. Persistent learners are also responsible and need to know what to do, when an assignment is to be completed, what resources are available, and how to check on their learning. Students who are irresponsible often have low self-esteem and confidence and are fearful of embarrassment and continued failure.

The last emotional factor that affects the learner is structure, establishing a need for specific directions and guidelines. The greater the structure the less options the learner has available for learning, responding, or demonstrating mastery. Motivated, responsible, persistent students need little structure, little supervision. On the other hand, the unmotivated, irresponsible youngster will need more direction and supervision.

SOCIOLOGICAL NEEDS

Students learn best either alone, with and from peers, from adults or authority figures, in pairs or teams, or in a combination of these. Once a teacher has determined which grouping allows a student maximum learning, the correct grouping, methods, and resources can be assigned each student.

PHYSICAL NEEDS

Everyone agrees that people learn through senses. There are four most frequently mentioned perceptual strengths--auditory, visual, tactile, and kinesthetic.

> **Auditory learners**. These learners can listen to a lecture, discussion, recording, conversation, or any audio message for a 40-50 minute period and recall or remember at least 75% of what was covered; these learners, when trying to recall the information, concentrate and "hear" the speaker's voice in their head or ear.
>
> **Visual learners**. This learner is capable of remembering at least 75% of what has been read or observed; these learners "see" the open pages, the sections that pertain to what they read, or the actual lines.
>
> **Tactile learners**. This type of learner needs to underline as they read, take notes when they listen, and keep their hands busy--this is particularly true if this learner also is low auditory. They keep shopping lists but can remember 75% on the list when it is left at home. These are those participants in audience who will record what is being said or knit, doodle, crochet, or in some way keep their hands busy.
>
> **Kinesthetic learners**. This learner requires whole-body movement to absorb and retain well. This student needs to be involved. He or she may learn a foreign language by reading a specialty restaurant's menu and by "picking up" on the waiter's explanations about food ingredients and related topics. Through such discussions and by returning to the same place several times, this learner's use of the language provides a more intense learning mechanism that will result in greater retention.

Most youngsters learn best through a combination of two or more senses, yet schools still operate as if everyone learns one way--the way with which the teacher is most familiar or whichever is the teacher's preferred learning strength.

Other physical factors that affect learning include whether there is an intake need (to eat, drink, chew gum, smoke during periods of concentration or not); what time of day (morning, afternoon, night) one is most alert; and how much mobility one needs while learning.

If youngsters are to feel and be successful in school, it is important that their teachers identify and accommodate their unique and individual learning style. It is equally important for each student to know and understand his/her own individuality and how to capitalize upon his/her personal strengths. Very positive results of a tailored-made instructional program for each student based upon individual learning styles include increased academic achievement, improved attitudes toward school, and reduced numbers of discipline problems.

Most youngsters know how they prefer to learn! A simple way to begin identifying the preferred learning styles is to just ask each student to write out a description of how they study. You may wish to secure a standardized learning styles inventory to assist you in determining the learning styles of your students.

EVALUATION AND ASSESSMENT OF STUDENTS

Student evaluation and assessment are often perceived by students, parents, and frequently teachers as separate from the learning/teaching process. For many, grades are the only purpose of testing, and testing is something to be tolerated and endured. For those students who are continually unsuccessful in school, testing becomes an even greater threat. As with other negative attitudes, this one is also very difficult to overcome!

Teachers can use many techniques to minimize the effects of negative perceptions. The first step is to have a comprehensive evaluation and assessment system and to use it consistently.

- Consider referring to tests as "knowledge inventories."
- Develop a testing plan for each type of student activity.
- Identify a variety of different test items or techniques that match a variety of student abilities.
- Establish a file of test items that can be used when selecting classroom activities.
- Use a variety of testing situations.
- Test only when the situation calls for evaluation rather than at some preset interval.
- Select an evaluation instrument that complements the type of activity that was used to master the skills.

Remember that student evaluation can be used to measure teacher effectiveness as well as student comprehension and understanding of instruction. Testing and evaluation should be used more frequently for diagnostic purposes. The results can be used to determine the number, length, and type of lessons that may be needed to teach a particular instructional unit. Poor performance by a large number of students may indicate, for example, that the teacher needs to use more detailed lessons or a different instructional strategy than had originally been anticipated.

Tests or the threat of a test should never by used to change undesirable student or class behavior. This does nothing more than reinforce the negative perceptions and attitudes toward testing and never permanently eliminates disruptive student behavior.

CREATING A POSITIVE LEARNING ENVIRONMENT

You can't grow flowers.
You can create an environment in which flowers can grow!

Learning can be fun, and students will learn if the environment is positive! It has already been discussed how extremely important the organization and arrangement of the classroom is in creating a positive learning environment. However, the importance of the teacher cannot be overlooked as the most important factor in a positive learning environment. A self-motivated teacher committed to being the best teacher possible, committed to helping each youngster be the best he or she can be, and committed to empowering each youngster to use his or her talents is well on the way to creating a positive learning environment.

Motivation is a hard word to describe when it comes to education and training. Because the teacher is the key element in the teaching-learning situation, the teacher becomes the prime motivator in the classroom. Not only does the teacher need to be self-motivated, a learning environment must be created that will motivate the students. Though not every tip given will work with every student, the following suggestions added to a teacher's "bag of tricks" can and will create a learning environment where more students can be motivated.

- Send students home on the first day with a skill they can use immediately.
- Use "cliff-hanger" to develop interest in future activities.
- Provide a humanizing atmosphere.
- Give students ACTION, not words!
- Establish positive post-course objectives; make the instruction and activities relevant.
- Orient instruction, materials, and activities to a wide range of student wants and needs.
- Plan for every class--never try to wing it. Students sense when the teacher is not prepared!
- Greet students at the door each class period.
- Know each student--use their names as often as possible. Dale Carnegie in *How to Win Friends and Influence People* states that an individual's name is the most important sound in any language and makes the individual feel special!
- Make instruction relevant--students should be able to see how the content relates to them and the world or work.
- Use lots of positive posters, bulletin boards, and pictures throughout the classroom and learning center.
- Reward only the behavior that is desired.
- Sent "happy-grams" home to parents periodically.
- Be familiar with each student's strengths and limiting factors. Reward the strengths and strengthen their limitations.
- Arrange your classroom in a U-shape to encourage the students to interact with each other.

- Use a variety of instructional strategies (illustrated lectures, demonstrations, discussions, computers, peer tutoring, coaching, etc.).
- Move around the room.
- Maintain eye contact with the students.
- Use variety in speaking--changing pitch, volume, and rate will put some excitement into presentations.
- Use that face; make lots of facial expressions--SMILE!
- PROVIDE LOTS OF POSITIVE REINFORCEMENT AT ALL TIMES!
- Use cartoons during presentations and post class-related ones (use Sunday paper).
- Distribute cartoons without the captions and let the students make up their own (and then post them).
- Accept the ideas and comments from the students--even if they are wrong (correct in a positive way). This will encourage students to think creatively in a non-threatening environment!
- Maximize the use of time so that the students remain busy with productive, relevant activities.
- Organize a "student of the month" award.
- Provide opportunities for the students to read alone and in a group.
- Plan instruction around 15-20 minute cycles--students have difficulty maintaining attention after long periods of time.
- Involve the students in the management and organization of the classroom and career learning center.
- Be enthusiastic about teaching and the students!

MAINTAINING CLASS CONTROL

"Fill the void and avoid the conflict."
--Anthony H. Simon

INTRODUCTION

Research indicates that prospective and new teachers worry more about discipline than any other aspect of teaching--and rightly so! A class out of control will make all the best laid plans and preparations go awry, will make it difficult for any learning to occur, and will greatly affect a teacher's physical and emotional well-being. There are many different approaches to developing and maintaining a productive, yet disciplined classroom atmosphere. What could seem to be a chaotic situation to one observer can be a setting of high academic progress! The nature of instruction in the Career Investigation class alone will create more activity and noise

than is found in the traditional classroom. This "noisy" classroom can be indicative of a most desirable learning situation with students who are analyzing, applying, and evaluating the information presented.

Unfortunately, many teachers and administrators equate successful teaching with a "quiet" classroom. They were schooled in the traditional classroom--quiet, orderly settings. Not much can be done about another educator's opinion of what "effective" class control is. This section will be devoted to providing suggestions for maintaining control of the class even when students are participating in unstructured activities.

CAUSES OF DISCIPLINE PROBLEMS

Kenneth Hoover, in his book, *The Professional Teacher's Handbook*, states that there are three causes of discipline problems: the environment, the teacher, and the student. Hoover points to the following school situations which tend to contribute to disorder in the classroom:

the last period of the school day
the class period before lunch
Fridays
the whole day before a school function (football games, dance, etc.)
the day before a holiday
a substitute teacher
the first few minutes of the class period

Although the above list represents only a few, it gives a general view of what effect the students' environment will have on their behavior.

The second variable that contributes to disorder stems from the teacher. Hoover states that many discipline problems are teacher-caused. Some of those he mentions are listed below:

sarcastic remarks
inconsistency
impoliteness and inconsideration
having favorites
vague explanations of assignments
failure to provide for individual differences
talking "over" noise
not carrying through with consequences

The third variable that Hoover mentions is the student. Although most students will disrupt the class if the variables previously noted exist, some students disrupt class for no apparent reason other than they are "trouble-makers." Two decades ago, Hymes suggested that teachers must make a distinction between students with problems and problem students. Students with problems are individuals whose past experiences have "hurt" them in some manner. They are usually the ones who are labeled as having a "bad attitude," and they are the students who will hurt others and create an undesirable learning atmosphere. Although they need and demand attention, they must be stopped from preventing learning to occur. Students whose behavior continually fits this description should be referred to the counselor so that their problems can be identified and resolved.

TECHNIQUES FOR PREVENTING DISCIPLINE PROBLEMS

Most discipline problems can be prevented. The following are suggestions for maintaining class control:

1. Students should be involved in setting class rules and the consequences if the rules are broken. It is often surprising how much harder students are on themselves!

2. Rules should be broad enough to cover any situation that might arise in the classroom and should be few in number.

3. Class rules and the ensuing consequences, once determined, should be posted in a prominent place, and students should have a complete understanding of the rules and the consequences.

4. When a student is warned of the consequences if a behavior occurs again, the teacher must be prepared to follow through with the appropriate discipline in a fair and consistent manner. Otherwise, students will soon learn that the teacher's threats are just that--threats.

5. The teacher should try to keep from becoming angry, for often things are said in anger that are not meant, or threats are made that cannot be carried through.

6. There is a direct correlation between discipline and carefully planned lesson. Students should be involved in meaningful learning activities every minute they are in the classroom.

7. The lesson should keep students interested. If possible, the method of instruction should be changed every 15 minutes. Research shows that students tend to become restless if not challenged with new activities every 15 minutes. Contrary to popular belief, students are more prepared to learn during the beginning of the class period. Yet this is the time when most teachers call roll and do other "housekeeping chores." The sponge activities included in the *Career Investigation Curriculum Guide* are excellent activities for starters while the roll is being checked.

8. Visual aids should be ready for use before the class arrives.

9. Keeping abreast of current events in the subject area will help a teacher keep teaching vital and relevant.

10. High standards of performance should be maintained for "normal" students. Any normal student who does not attain a minimum standard of performance should be expected to repeat an activity. Less able students' performance, however, should be evaluated according to their limited abilities.

11. Out-of-class assignments should be fully explained. All assignments should be followed up in some manner, whether through a class discussion or turned in for grading. If the teacher does not display an interest in whether the assignment was done, why should the students?

12. Those school situations that tend to contribute to classroom disorder should be anticipated and avoided by planning activities that will interest and motivate the students to help keep disruptions to a minimum.

13. The teacher should be aware of style of discipline management best-suited for his/her personality.

14. Parental support of the discipline program will assure that the program is effective. A letter sent home the first week of school will not only make parents aware of the class rules and consequences, but will inform them of the nature of the Career Investigation class.

HOW TO DEAL WITH COMMON CLASSROOM DISTURBANCES

Though a quick cure for any class disturbance is not available, the following suggestions are some that other teachers have found to be effective in dealing with common classroom disturbances.

Talking during class. Can be ignored sometimes. If conversation continues, the teacher can assist students in starting their assignment. If the teacher is conducting a lecture, posing a question to one of the students doing the talking or using one of their names in the discussion is a technique often used. Other teachers find that it works well to, while continuing with the lecture, walk over to one of the students doing the talking and place a hand softly on his/her shoulder.

Hostility among students. In grades 7-10, it is very common for students to be hostile to other students one day and be their best friends the next. Although the display of hostility usually lasts only a short while, when it does occur, it can play havoc with a teacher's plan for class discussion or other activities in which students must participate. Many teachers suggest calling the students aside and trying to calm them. The students must be told that their hostility is interfering with the progress of the class; and when that occurs, it is the teacher 's responsibility to step in. If the students' display of hostility in the classroom cannot be resolved, it is usually of such a nature that the principal should be notified before someone is physically hurt.

Refusal to comply with a teacher's request. What should be done if the teacher makes a simple request of a student and the student refuses to obey? Although the action to be taken will, of course, depend on the situation, one thing is certain--it cannot be ignored. The teacher should determine in advance a general plan of action designed to cope with the defiant student; the plan should follow local school district policy regarding corrective measures. For example, the teacher has asked Sarah to move to another seat, but she refuses and says, "You can't make me move!" Hoover suggests that the teacher agree with Sarah, "You're right, Sarah. I cannot physically force you to move; perhaps we can talk about this after class." Sarah will usually follow through with the request; if she doesn't, however, the teacher should seek the assistance of the administrator. By all means, take action! This type of behavior by students does not occur frequently; however, during the middle school years, it may occur more frequently than educators would like because students are going through the so-called "defiant" years.

By utilizing these suggestions and by following the district's discipline management policy, most problems can be solved in the classroom without requiring the assistance of the administrator. All teachers recognize, however, that at times there will be a need to solicit outside assistance with some students. Careful planning of instructional time, with interesting, motivating instructional activities, is the greatest deterrent to most classroom discipline problems!

CAREERS DON'T COME IN PINK OR BLUE!
(ELIMINATING SEXISM IN THE CLASSROOM)

INTRODUCTION

Sex stereotyping in the classroom is perpetuated by using inappropriate instructional materials and student activities. Career Investigation materials and teaching strategies should receive special attention since students will be developing perceptions and values that may influence important life decisions. Students of both sexes should have the opportunity to explore fully the world of work.

Students can receive from textbooks, worksheets, and displays subtle messages that may convey information about the "appropriateness" of occupational tasks and roles. Written material and artwork may express the sex bias of their creators.

On the other hand, the selection of materials, if left to chance, may unintentionally support sex stereotyping and discrimination. For example, a teacher designing a bulletin board display about fire control and prevention may select pictures that include only males in the role of "firemen." Availability of photographs, rather than the teacher's prejudices, may explain the selection. However, the students still see only males in the display; and therefore, the association between men and fire fighting is reinforced.

There is much more value in balanced representation in which a display entitled "Firefighters" includes pictures of both women and men cooperatively saving lives and property. Even the term "fireman" may deprive the profession of able women since this might suppress an interest in fire fighting for fear of choosing an "inappropriate" occupation.

To discover potential career areas that will best meet individual needs and interests, access to occupational information should not be restricted because of faulty assumptions and myths about sex roles and abilities. To facilitate the occupational awareness of students, the following guidelines and ideas can assist in the elimination of sex stereotyping in the classroom. These guidelines suggest some ways to ensure that sex biases are not accidently or unintentionally introduced in instructional materials. Also, the guidelines encourage examination of one's own assumptions and beliefs. Introspection may help one develop an awareness of sexism. Attitudes and viewpoints acquired through socialization can limit a teacher's effectiveness. A sensitivity to the problem may enable a teacher to offer students greater occupational opportunities than were available when the teacher attended public school.

Additional information on the elimination of sex stereotyping in the classroom and on the promotion of nontraditional careers can be obtained from the Regional Vocational Education Equity Specialists at each of the Educational Service Centers. Since many of these specialists have vocational counseling backgrounds and have public speaking experience, they are excellent resource speakers for the Career Investigation program. A complete listing of the Equity Specialists is included at the end of this chapter.

ROLE MODELS

The traditional roles of women and men are both vital and valuable in American life. However, traditional roles should not be "musts" or "oughts," as women and men can successfully assume roles traditionally assigned to either sex. An effort should be made to expand the roles of both sexes to encourage the application of individual talents and interests. Students should see people of both sexes in a variety of activities and endeavors so that a broad range of valuable skills can be modeled. They should have the opportunity to identify with models based on interest rather than sex group membership.

GUIDELINES

1. Artwork and illustrations should reflect variety, creativity, and situational demands in terms of dress and appearance. A woman need not wear a dress or an apron to be recognized as female. Similarly, men shouldn't be habitually depicted in drab work clothes or business suits.

2. Women and men should be shown sharing in household chores whenever possible. In discussing child-rearing, cooking, cleaning, and other homemaking activities, a balanced representation of both sexes should exist in the tasks. Women may be represented as "mothers," but men should also be shown as "fathers." Both mothers and fathers should also be shown as having careers, hobbies, and other life interests. Men and women should assume duties often assigned to the role "head of the household." Whenever possible, treat characters as individuals rather than as persons involved in some relationship that connotes power or lack of power.

3. No job, hobby, or activity should be represented as reflecting the "femininity" or "masculinity" of the people who pursue it. The full range of occupations and life activities should be depicted as accessible, reasonable pursuits for members of both sexes.

4. Student activities in stories, pictures, and other materials should not be restricted to male or female stereotypes. For example, both boys and girls should be shown participating in active, aggressive games or in passive, gentle play. Boys and girls should be shown training in nontraditional courses.

5. In some materials, women and girls should be actively engaged in competitive sports, construction trades, and ambitious ventures. They should be shown as leaders and professionals. Women should be described as intelligent and skilled in mathematics and the sciences. They may also be depicted as larger and physically or emotionally stronger than the men around them.

6. Similarly, men and boys should be shown cooperating and participating in "quiet" or "soft" endeavors. They should be described as followers and assistants as often as women are assigned to these roles. They may be shown as being concerned about personal appearance, home life, and the fine arts. Men should be found in any occupation in which they could make contributions. They may work as secretaries, elementary school teachers, airline attendants, or practical nurses, depending upon situations in the instructional materials.

7. For both sexes, positive role models should be stressed. Use of negative models should be avoided. However, if weaknesses are depicted, they should not reinforce a sex stereotype. Women should not be shown as mechanically inept, nagging, fearful, or weeping. Men are not to be stereotyped as crude, violent, or insensitive.

8. Instructional materials that call for authorities and sources of strength or dynamic impact should include models from both sexes. Filmstrips and recordings should use both male and female voices as narrators. Characters and film roles should not adhere to stereotypes but should include a balance of men and women.

LANGUAGE

To promote a balanced representation of examples using men and women and to create a positive tone, language that omits or demeans women should be avoided. Although the generic use of "man" (e.g., "mankind") and other masculine words is widespread, many people infer the specific when they read or hear the generic. For example, references to "early man," "the nature of man," "the student...he," and other generic phrases have the effect of excluding women from thought. Some examples of inappropriate generic use of the masculine form are listed below with alternate constructions as well:

Inappropriate Language	Alternatives
men of science	scientists
businessmen	business people
mailmen	mail carriers
middleman	liaison
manmade	synthetic
the common man	ordinary people
chairman	chairperson or chair
workman	worker
congressman	member of Congress
the typical American...he	typical Americans...they

When the student learns this, he...	When students learn this, they...

Frequently, generic "man" constructions can be overcome by rewriting, using a plural noun followed by the pronoun "they." When a sentence must refer to an individual, use a synonym for the noun or the pronouns "she" or "he." These pronouns should be used sparingly since this construction is often clumsy.

When developing original material or evaluating existing materials, constructions should be avoided that demean women or imply that they are less able or less worthy of respect than a man. Typical demeaning constructions focus on the physique or attractiveness of a woman, her "fragility" or "helplessness," or her dependent relationship to men. Many phrases seem to imply that the woman "belongs to" or is owned by someone. Other sentences inappropriately stress the accomplishments of a woman with the implication that it is extraordinary. The modifier "lady" is sometimes used in conjunction with a noun to denote an extraordinary association such as a "lady professor." Examples of demeaning language and alternatives are listed below.

Inappropriate Language	**Alternatives**
the weaker sex	women or men (depending on the situation)
the little women	wife
lady lawyer	lawyer
co-ed	student
sweet young thing	girl or young woman
gal-Friday	assistant
cleaning woman	custodian
housewife	homemaker
authoress	author
the farmer and his wife	the farming couple
Miss Jane Adams	Jane Adams

In general, instructional materials should treat men and women equally in writing, using masculine and feminine examples on a balanced basis and stressing specific characteristics and accomplishments of individuals, not sexes. Language that implies inferiority of either sex should be avoided, and equality and cooperation should be stressed.

ELIMINATING SEXISM IN THE CLASSROOM

The Career Investigation teacher should exercise care in guiding students through the world of work. It is important to keep to a minimum assumptions about whether given individuals can aspire to certain occupations. Many minority and handicapped individuals have achieved their career goals in spite of enormous obstacles. In time, women will occupy many occupations which have been closed to them because of myths and discrimination.

The teacher should, therefore, try not to discourage students from pursuing occupations which interest them. On the other hand, students should be encouraged to be realistic in their pursuits. For example, it is highly unlikely that a 90-pound woman or a 90-pound man could assume the job responsibilities of some heavy construction trades. To facilitate their occupational awareness, students should review training, physical requirements, and other criteria in terms of individual abilities, not sex.

Teachers should work with counselors and other school personnel to ensure that all students have equal educational and occupational opportunities. Classroom activities and field experiences should broaden the occupational outlook for all students. Career Investigation teachers may find it helpful to:

Develop positive, non-sexist ways of teaching from present instructional materials until nonstereotyped materials become available.

Purchase or recommend for purchase materials that are free of sex bias.

Ensure that course titles and descriptions do not restrict student access because of the student's gender.

Examine curricula for needed changes.

Present successful career models of both women and men in a variety of occupations.

Stress program components that are attractive to both sexes.

Provide students with opportunities to recognize, investigate, and perhaps solve problems of sexism in and outside the school.

Give students opportunities to examine and discuss changing work and family roles.

Modify or eliminate activities that reinforce sexism. Boys against girls competitions should be avoided.

Review "atypical" or unusual occupations, hobbies, and activities, and discuss how these can be reasonable sources of career information for all students without regard to sex.

Advisory committee members and any other interested persons can assist the teacher in eliminating sexism in the classroom. The Career Investigation teacher can assume some responsibilities as a change agent within the school in matters of equality of occupational opportunity. Such activities as in-service and special training for teachers and other school staff to promote awareness of the problem and personal growth are excellent starting points. Because change will be slow or even limited, it is important that those promoting change learn to be tolerant and understand that years of socialization will cause "slips" and obstacles to eliminating sex stereotyping. The Career Investigation teacher is among the most significant models for student career attitudes and behaviors and is in an influential position as a model to promote individual student growth in the world of work.

APPENDIX

TEXAS EDUCATION AGENCY
Regional Vocational Education Equity Specialists
1989-1990

Mr. Silverio Pena
Region I Education
Service Center
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Edinburg, TX 78539
(512) 383-5611

Mr. Thomas Driver
Region II Education
Service Center
209 North Water Street
Corpus Christi,m TX 78401
(512) 883-9288

Ms. Melonie Wade
Region III Education
Service Center
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

Dr. Lois Cunningham
Region IV Education
Service Center
P. O. Box 863
7200 West Tidwell
Houston, TX 77001
(713) 462-7708

Mr. Theo Stone
Region V Education
Service Center
2295 Delaware Street
Beaumont, TX 77703
(409) 835-5212

Ms. Susette Bazen
Region VI Education
Service Center
3332 Montgomery Road
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(409) 295-9161

Ms. Kay Woodard
Region VII Education
Service Center
P. O. Drawer 1622
818 East Main Street
Kilgore, TX 75662
(214) 984-3071

Ms. Lisa Williams
Region VIII Education
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P. O. Box 1894
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Ms. Beverely Larsen
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Ms. Laine Horton
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Ms. Melba Hartley
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Ms. Lillian Walker
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Ms. Diana Treadaway
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Ms. Jan Smoake
Region XIX Education
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El Paso, TX 79997
(915) 779-3737

Ms. Linda Mason
Region XX Education
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San Antonio, TX 78208
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CHAPTER 3
PLANNING FOR INSTRUCTION

INTRODUCTION

Because the effective Career Investigation program uses so many unconventional methods of instruction, many hours can be spent on "housekeeping chores." This chapter will focus on planning for and organizing instruction so that more time is available to devote to assisting students in achieving the goals of the Career Investigation program.

LESSON PLANS AND PLANNING

The Career Investigation Curriculum Guide contains suggested daily lesson plans. These daily lesson plans have been developed according to the effective teaching practices research which was the foundation of the Texas Teacher Appraisal (TTAS). Because effective teachers use a wide variety of strategies to design and implement lesson plans, teachers should modify these lessons plans to meet their students' needs, the needs of the local community, and their own preferences. Teachers who have been in the classroom for several years will have the resources and experience necessary to determine those components of the instructional guide that will best address the areas of the lesson cycle. Inexperienced teachers, on the other hand, may find that the greater detail of the lesson plans helps them increase their confidence and competence in the classroom until they reach a stage at which they feel comfortable deviating from these lesson plans. For those who wish to develop their own daily lesson plans, a blank lesson plan is included in Appendix 3-A and may be duplicated as needed.

Each lesson plan reflects a lesson cycle which must occur in order to achieve the lesson objective. The lesson plan should not be thought of as the activities which must be accomplished in one day. Rather, the lesson plan reflects the approximate time required to teach an objective (over several days or several objectives in one day). The lesson cycle is the process of teaching to an objective, and it includes teaching decisions regarding content, teacher behavior, and learner behavior. To assist teachers in understanding the purpose of each component of the lesson plan, the following information is provided:

Allocated Time - the amount of time the school district sets aside for learning. For the purpose of these lesson plans, allocated times have been calculated according to class periods lasting 45 minutes (e.g., 45 minutes is equal to one class period).

Reference - the identification of the reference materials which are used in presenting the lesson.

Essential Elements - the identification of the common and core elements which are addressed in the lesson.

Supplies/Materials - the supplies and/or materials which will be used in presenting the lesson.

Sponge - those short, vivid, motivating activities used to absorb those little "drops" of time wasted in every classroom. Sponge activities can be used at various points in the lesson.

Domain - the taxonomy categories of educational objectives, consisting of three domains: cognitive, affective, and psychomotor.

Taxonomy level - the classification of the level of thought which is required to master the lesson objective.

Objective - a description of the performance students/learners are to be able to exhibit upon completion of the lesson.

Focus/Introduction - the preparation or creation of a readiness for learning. In these lesson plans, the sponge activities serve as the focus/introduction to the lesson.

Prior/Future Learning - the relationship of the lesson objective and content to the students' prior and/or future learning. It explains why the content or objective is important to the students' answering the question, "How come I gotta know this?"

Explanation - (check for understanding) the transfer of learning to the student, or the way the teacher presents the information to the learner (input). The specific activities are included along with hints for presenting the information in the proper sequence and manner. "Check for understanding" is what the teacher does to assess the students' understanding of the information presented.

Guided Practice - student practice of learning that is directly monitored by the teacher.

Independent Practice - student practice of the learned objective that is not directly monitored by the teacher. The assessment of mastery and grading are done at this level.

Evaluation Technique - the assessment of student mastery of the lesson objective. Both formal and informal measures are given.

Extension - strategies to enrich learning beyond the original concept, not teaching a new objective or giving students more of the same. Extension activities are usually more complex and require higher-level thinking skills than do guided and independent practice activities.

Closure - what the teacher does to bring the lesson to an appropriate or logical conclusion, including two parts: involving the learner and summarizing the learning.

Additional References and Resources - the identification of other and/or additional references and/or resources used with the lesson.

STEPS FOR PLANNING INSTRUCTION

1. The teacher should become familiar with the *Career Investigation Curriculum Guide* and each of the instructional guides. The beginning or inexperienced teacher may want to read this entire chapter before continuing with the planning process.

2. Using the Instructional Sequence Outline on page 15 of the *Career Investigation Curriculum Guide* and the school calendar, the teacher should determine dates for each lesson plan, keeping in mind testing days, holidays, etc., while also allowing ample time should students have difficulty mastering the information.

3. Using the references cited in each lesson plan, the teacher should begin to pull the units of instruction to be used in the lesson. Beginning and second-year teachers may wish to follow the lesson plans as presented in the *Curriculum Guide*, while experienced teachers may wish to vary the lesson plan sequence, as well as the materials to be used.

4. The teacher should determine which method of instruction will be utilized for the occupational clusters study (included in this chapter). Materials should be developed and/or duplicated for use.

5. The teacher should determine whether a classroom management system will be used to maintain student motivation (included in this chapter also). Materials should be developed and/or duplicated for use.

ALTERNATIVE METHODS OF INSTRUCTION

In addition to the conventional methods of instruction (lecture, pencil/paper activities), the Career Investigation teacher will use methods that are unfamiliar to most classroom settings. This section will focus on providing suggestions for making alternative methods of instruction successful.

INTERVIEWING

In order to assist students in gaining realistic perceptions of the world of work, they should learn how to obtain information by interviewing people in the community.

Types of Interviews

Basically two types of interviews are possible: individual and group. Individual interviews occur between one student and a resource person--usually conducted outside the class. Group interviews occur when two or more students interview a resource person--usually on a career study tour.

Suggestions for Success

The Occupational Report Form located in the supplemental Activities Section of the *Career Opportunities Instructional Guide* should be used so that job duties, educational requirements, training, salary, and other pertinent job-related information can be secured. Students should be encouraged to watch a variety of talk shows on television prior to interviewing resource persons to learn how interviews are conducted.

SHADOWING

Shadowing is similar to interviewing except the student observes the resource person for a specified period of time in addition to interviewing the person. This method of instruction has two main purposes: (1) it aids the student in understanding an occupation in which he/she may have expressed an interest; and (2) it increases the student's understanding of the everyday duties of a person in his/her working environment.

Four possible activities are involved in a shadowing experience: research, interview, observation, and evaluation/follow-up. The following steps should be followed in setting up a shadowing experience:

1. Students select an occupation in which to conduct the shadowing experience.

2. Using the Career Resources File (described in detail on page III-9), the students identify possible resource persons in the community.

3. The students complete ACTIVITY SHEET 1--SHADOWING found in Appendix 3-B.

4. The Parents' Consent and Release of Liability Form (Appendix 3-B) should be completed and sent to the parents and/or guardian.

5. The teacher contacts the person who will be shadowed, discusses the procedures, and sets a date and time for the shadowing experience to occur. The teacher sends the BUSINESS CONSENT form (Appendix 3-B) to the resource person to be completed, signed, and returned to the teacher.

6. Students should be transported (by the parents) to the place where the shadowing is to occur.

7. The students should be allowed to spend at least four hours with the resource person.

8. Students should complete ACTIVITY SHEET 2--SHADOWING (Appendix 3-B) and share their finding with the class.

9. A follow-up thank you letter should be sent by both the students and the teacher to the resource persons participating in the shadowing experience.

THE CAREER STUDY TOUR/FIELD TRIP

A career study tour can be a rewarding experience for both students and the teacher if it is properly planned. The following are suggestions for conducting a successful career study tour.

1. **Determine the Site to Visit**

   A specific objective should exist for visiting businesses and industries. For example, if the class is currently studying careers in the manufacturing cluster, the teacher may want to arrange a visit to a local manufacturing plant. Each site considered should be provided with information necessary to make a decision as to whether they wish the students to visit their facility. The teacher should emphasize, when explaining the Career Investigation program to the contact person, that the tours should be career-oriented and interviews should be conducted with more than one person. Opportunities for question-and-answer sessions should also be planned.

2. **Obtain Administrative Approval**

   Any study tour which takes students from the school campus must be done within the framework of local school policy. Administrators will usually want to know the purpose of the tour, the place, date, and time of the tour, the length of time the students will be away from school, the cost, and the means of transportation before giving their approval for a study tour.

3. **Contact the Resource/Contact Person**

   Details to be worked out with the resource/contact person include (1) the purpose of the visit, (2) the date and time of the visit, (3) the length of the visit, (4) the number of students who can be accommodated, and (5) any special procedures required by the resource/contact person, such as safety precautions or admission charges. A letter from the teacher to the resource person is the appropriate manner to confirm the visit.

4. **Determine Transportation Needs**

   The type of transportation available for career study tours is often prescribed by school policy. Widely used are school buses, vans, charter buses, and parent-driven automobiles. Arrangements for transportation should be made as early as possible in the planning process.

5. **Inform Students**

Students should be informed of the date, place, and objectives of the career study tour. The Career Study Tour Report Form, located in the Supplemental Activities Section of the *Career Opportunities Instructional Guide*, should be carried by the students to the work site and the questions answered by the students. This will ensure that students are attentive while the tour is being conducted.

6. **Assign Special Jobs**

Special jobs (such as photographer, recorder, monitor) may be assigned to students if these tasks are appropriate to the study tour.

7. **Obtain Parental Permission**

Parents should be made aware of any time their child will be leaving the school campus. Local school districts usually have special forms created for this purpose. Some school districts allow one form to be utilized for any field trips taken during the course of the school year. The teacher should check with the school administrator regarding the school district's policy.

8. **Conducting Follow-Up and Evaluation**

The Career Study Tour Report Forms should be checked and returned to the students. A discussion should take place the day after the tour. Sometimes a great deal of interest is aroused by a career study tour, and many meaningful projects can be started as a result of this interest. However, neither preparatory nor follow-up activities should be allowed to turn the study tour into a chore, rather than an exciting event. A thank-you letter from the students to the resource/contact person should be sent as soon after the study tour as possible; it will go a long way to ensure future tours!

After the study tour, an evaluation of the activity provides invaluable information for the planning of other such activities. (1) Were the objectives of the tour met? (2) Was the tour worth the time and expense involved? (3) Does another place have more educational value? (4) Were students exposed to a variety of careers? (5) Was the visit long enough? Too long? The answers to these questions, along with a brief description of what occurred during the visit, will be of benefit in the future if this information is kept in the Career Resources File (described on page III-9).

CAREER DAY/WEEK

Career Day/Week involves students, faculty, administrators, parents, media, and the business community in a learning experience. It can be the most rewarding activity of the school year if carefully planned and implemented. The following information can guarantee a relatively trouble-free Career Day/Week activity if adapted to the needs of the individual school.

Types of Career Days

The type of Career Day chosen should take into consideration the concerns of the administration, needs of the students, availability of time and facilities, requirements of stated objectives, cooperation of the community, and interest of the faculty. The following types are given for consideration. Of course, variations of these may be devised.

1. RESOURCE PERSONS IN ALL CLASSES FOR ONE PERIOD. If this type of career awareness activity is to be used, the coordinating teacher needs to determine which period will be used and the number of classes in each subject area during that period; then the appropriate resource people are invited. They

should be given an idea of what information they should be prepared to share. Examples of resource people include the following:

Business Education/Computer Literacy class - secretary, data entry operator, systems analyst, or computer programmer

Math class - bank teller, carpenter, or engineer

English class - news reporter (newspaper, T.V. , or radio), editor, or technical writer

Science class - lab technician, research scientist, meteorologist, or veterinarian

Social Studies class - lawyer, judge, or social worker

Physical Education class - professional athlete, coach, or trainer

This type of Career Day could be utilized for the entire school or for one grade level. DISADVANTAGE: Students do not have a choice with this type of career day.

2. RESOURCE PERSONS IN ALL CLASSES ALL DAY. This method is the same as the first except resource persons will remain for a longer time. If a resource person is assigned to every teacher, as each student changes classes, he/she should hear a speaker for every class in which the speaker remains. DISADVANTAGE: Students do not have a choice.

3. RESOURCE PERSON CAROUSEL FOR 1/2 DAY. Resource persons selected would be based on results of a student survey (Appendix 3-B). Resource persons would be placed in classrooms (with the classroom teacher acting as facilitator). Students should be provided with a list of speakers and the classrooms in which they will be located. Students spend approximately 30 minutes with a resource person of his/her choosing. When the bell rings, students will have chosen another session to attend and will go to the classroom in which the resource person is located.

4. INDUSTRY-RELATED CAREER DAY. Three or four resource persons from one industry (e.g., health, transportation, construction, banking, data processing, sales) are invited to make a presentation to a group of students who have indicated an interest in that industry. After the initial presentation, the group is divided into the same number of small groups as there are speakers to allow for discussion and questions. One student in each group should see that questions are asked and discussion is started. However, carefully chosen speakers will usually keep the discussion moving. Each student attending should receive permission from the teacher whose class will be missed. If interest is high among students, this event could be repeated once or twice the same day with the same speakers if their time is available.

5. CAREER WEEK. This event should include one of the types of career days. A program of the week's activities should be written and reproduced for distribution at the beginning of the week. If publicity from local news media is desired, information in the form of news releases should be made available regularly. The publicity campaign should be initiated as soon as dates for the Career Week are known and should be continued until one week after the event.

Pitfalls to a Successful Career Day

1. **Speakers who forget their commitment to Career Day.** Of 30 speakers, one should anticipate that one or two will be "no shows" or will cancel at the last minute. If possible, two or three advisory committee members or other resource persons should be on hand, prepared to substitute.

2. **Speakers needing AV equipment at the last minute**. Have the media librarian ready to send equipment on short notice.

3. **Faculty members who are not supportive**. Faculty members should be asked to submit to the committee names of persons they think would be good speakers for students. This will gain their support of this endeavor. However, all invitations should be issued from the chairperson, co-chairperson, or advisory committee members in a coordinated effort to obtain the best possible persons to be guest speakers.

4. **Inadequate ethnic group representation**. Every effort should be made to have all ethnic groups and all occupational levels (blue collar, managerial, professional, technical, etc.) represented as guest speakers.

Evaluating Career Day/Week

The effectiveness of the Career Day/Week should be evaluated. Information gained from an evaluation will be useful in planning future Career Day/Weeks. For a comprehensive review, evaluations should be secured anonymously from students, speakers, and teachers who were involved in the activities. Examples of questions to ask to properly evaluate the effectiveness of the Career Day/week are:

1. Did you feel the career day/week was beneficial?

2. Were you provided with adequate information about the occupations?

3. Was the time allotted for the career day/week adequate?

4. Please list any comments or suggestions you feel would improve future career days/weeks.

ROLE-PLAYING

Role-playing is merely a vehicle for portraying a selected life situation. As role-playing exists in speech and drama classes, students often create scenes far removed from them; role-playing, as it is conducted in the Career Investigation course, on the other hand, depicts everyday lives. Role-playing is used extensively in the Career Investigation course to assist students in understanding the relevancy of the subject matter being taught; for instance, it is difficult for students to understand the importance of the interview in job acquisition. The simulation of reality may be superior to reality itself for instructional purposes. Although many of the activities located in the Career Investigation Instructional Guides that require role-playing contain explicit instructions, several points should be emphasized:

- The situation to be role-played should not be rehearsed.

- After assuring the class that their acting ability is not being evaluated, participants should be selected.

- Those students who are not participants in the activity should be instructed to observe and analyze.

- The part of the teacher should be minimal; the teacher sets the scene - the students do the rest.
- Students should be asked to formulate generalizations from the role-playing experience. Students may be asked to write them or they may be done through class discussion.

Generalizations represent what the students have learned through the role-playing experience. For example:

> Activity Sheet 10 (Page 261) of the *Economic and Societal Factors Instructional Guide* should create the following generalizations: True communication occurs only when we listen and hear what is being said by others.

LOCATING AND UTILIZING COMMUNITY RESOURCES

Utilizing available community resources, which include people, businesses, and interesting places, is an excellent way to bridge the gap between the classroom and the working world, thus expanding classroom instruction and publicizing the Career Investigation course. By sharing personal experiences, guest speakers/community resources provide information that is invaluable in assisting students with career decision making. Community resources may be used at any time to supplement an instructional objective.

The following are suggestions for identifying a variety of persons who may be used as classroom resources.

BUSINESS AND INDUSTRY REPRESENTATIVES

An excellent reference of local community resources is the yellow pages of the telephone directory. The local Chamber of Commerce is also valuable in identifying most government, civic, and professional organizations in the community. In addition, many civic and professional organizations are always seeking program speakers; this would be an excellent way to publicize the Career Investigation course!

Many clubs have speakers' bureaus which may be available to speak to the class. School administrators and school board members should not be ruled out; they too should be considered as resources because many of them belong to these organizations.

SCHOOL REPRESENTATIVES

A ready, but often overlooked, community resource includes all individuals involved in public and private education. Teachers, students, counselors, and school administrators should not be excluded as possible guest speakers in the Career Investigation class.

In most schools, there are students who have interesting hobbies or unusual talents. Students from the high school are excellent resources during the development of high school four-year plans. Students from local colleges or universities may be willing to share their work experiences with a class.

In addition, other teachers in the same building often are overlooked. Many hold part-time jobs or have hobbies that could be full-time work--all of which can be of interest to students. Retired teachers in the community are often also willing to serve as resource persons. Solicit their aid in providing names of prospective resources, or by serving as the resources.

PARENTS

By surveying parents at the very beginning of the school year, many resource speakers and some field trip sites can be located. This not only aids in securing resource persons with varied backgrounds, it also allows the community parents to become actively involved in the program and in their children's career development activities.

PROJECT BUSINESS

Project Business is a division of Junior Achievement. It is designed to acquaint eighth- and ninth-grade students with the basic principles of the free enterprise system. Working with a classroom teacher for twelve weeks, a top-level business executive spends one hour a week with the students relating personal business experiences and discussing a variety of business-related topics. To find out where the nearest Junior Achievement office is to the school, contact:

Junior Achievement of Central Texas
2220 Redwood Avenue
Austin, TX 78767
(512) 928-1333

Western Regional Office of Junior Achievement
(719) 540-8010

UTILIZING GUEST SPEAKERS/COMMUNITY RESOURCES

1. After resource persons/guest speakers have been located, analyze how they can be utilized in the instructional program. One way is to match the resource person with the areas of study to which his/her occupation relates. (See Organizing a Career Resource File below.)

2. Once a guest speaker has been invited by telephone to visit the classroom, a follow-up letter and a copy of the GUIDE FOR GUEST SPEAKERS (located in the *Career Opportunities Instructional Guide*) should be sent. This will prepare the guest for their participation by letting them know what the situation in the classroom will be like and what information the students will be interested in hearing. This will put them at ease and help them to do a better job!

3. Resources should be given at least a week's notice of the date their services will be needed.

4. A thank-you letter should be sent to guest speakers following their presentations. Student-written thank-you letters provide an excellent opportunity for writing skills reinforcement.

ORGANIZING A CAREER RESOURCE FILE

Because one of the main goals of the Career Investigation course is to provide students with realistic perceptions of the world of work, the preparation of a file of local community resources that can be used as guest speakers, field trip sites, etc., will be helpful in ensuring that time will not be wasted each semester in securing names of possible resources.

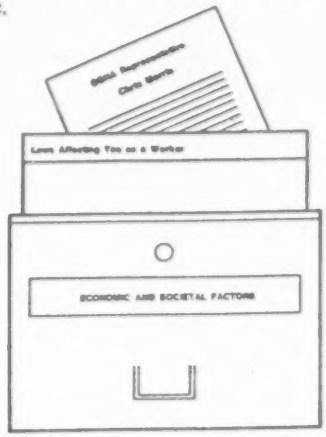
1. The initiation of the file will be the most difficult, especially if the teacher's town of residence and town of employment are not the same. The preceding information on locating community resources will be invaluable to the beginning Career Investigation teacher in the initiation of the Career Resource File. Experienced teachers will use this information to update and expand the file each year.

2. All names obtained should be considered. A telephone call and/or letter should be mailed to the prospective resources. Explain the goals and objectives of the course and why their services will be of benefit in assisting students with career development.

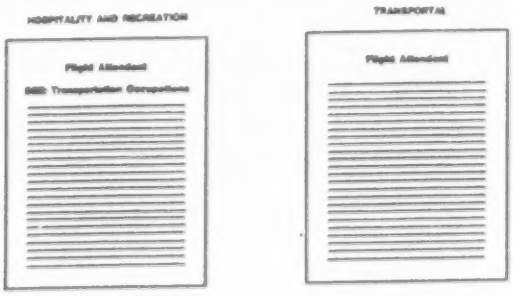
3. After the person and/or company have agreed to be a resource, pertinent information should be placed on a 3" x 5" card. The card should contain the following information:

- Occupation
- Name of person to contact
- Employer
- Business address
- Business telephone number
- Home address
- Home telephone number

4. Perhaps the most effective filing system to utilize is the occupational clusters, since this will be the primary instructional point in which resources will be used. The *Career Opportunities Instructional Guide* may be used to identify in which cluster the occupation would be classified. The cards, after being filed according to the occupational clusters, should be alphabetized by occupations. If the resources are to be used in other areas of study, it may be preferable to list them with the units of instruction to which they relate.



5. Many occupations can be classified in more than one cluster. If this is the case, a cross-reference card should be made. For example, flight attendants may be classified in the Hospitality and Recreation Cluster and in the Transportation Cluster. A card containing all information should be placed under one cluster and a cross-referenced card should be placed under the other applicable cluster.



(Work sites that have employees whose occupations would be classified in more than one occupational cluster should be cross-referenced.)

UTILIZING AUDIOVISUALS

Unfortunately, many teachers still perceive audiovisuals as entertainment or simply as providers of information. Audiovisuals do not in and of themselves teach--they do, however, assist in the instructional process. Modern, up-to-date audiovisuals can assist in introducing material and in clarifying teachers' information that students may be having difficulty comprehending. There are six forms of audiovisuals that are commonly used in the Career Investigation classroom:

- chalkboards
- video cassettes
- films
- filmstrips
- slides/tapes
- transparencies

SUGGESTIONS FOR THE EFFECTIVE USE OF AUDIOVISUALS

1. Audiovisuals should be selected to further an educational objective--don't bring an elephant into your class to explain the color gray.

2. It should be determined at what point during a lesson to utilize audiovisuals.

3. To ensure availability, the equipment should be scheduled for use several days in advance.

4. Alternative activities should be planned should films not arrive or should equipment break down.

5. All audiovisuals should be previewed to ensure quality, relevancy to lesson, etc. Recording this information for every audiovisual used and placing it in the Audiovisual Resources File will save valuable time in years to come.

6. The physical conditions, such as room darkening, screen location, and placing students so that all can see and hear in comfort and without distraction, should be arranged.

7. The equipment and audiovisuals should be ready for use before students enter the classroom.

8. A follow-through discussion should be conducted after viewing films, filmstrips, etc., to ensure that the purpose of utilizing the audiovisuals was met.

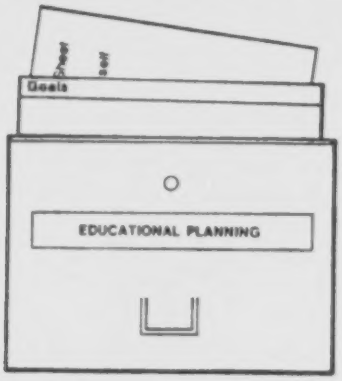
9. To obtain maximum benefit when using the chalkboard, the information should be stated before it is written; the teacher should use key words and simple diagrams, an outline format, and should erase information before introducing a new concept.

ESTABLISHING AN AUDIOVISUAL RESOURCES FILE

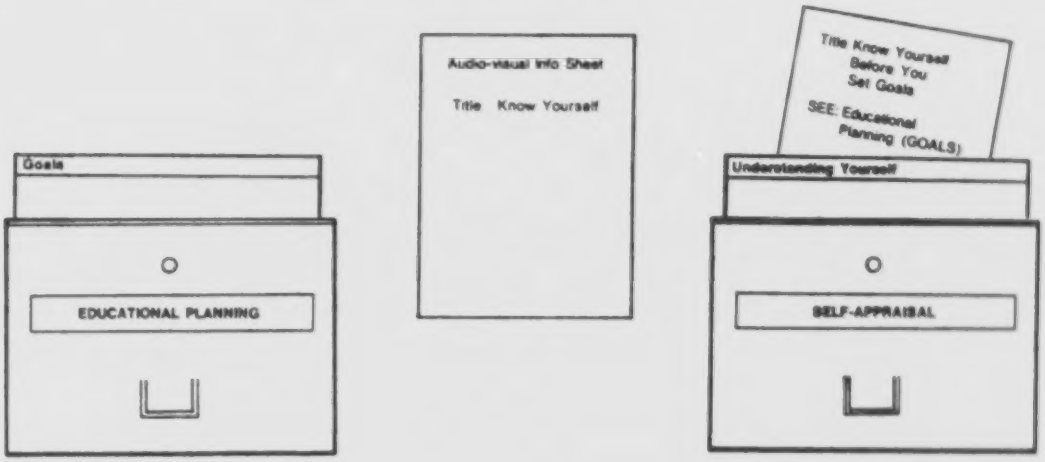
Because so many audiovisual materials are available, and since films, filmstrips, videocassettes, etc., are often obtained whose titles have nothing to do with what they are about, creating and maintaining a filing system for audiovisuals can save time and assist in lesson planning.

1. Each time an audiovisual form of media is bought, rented, or otherwise obtained, an Audiovisual Information Sheet should be completed (sample found in Appendix 3-B). These forms may be duplicated.

2. Since audiovisual media can be used in each of the four essential element areas: self-appraisal, economic and societal factors, career opportunities, and educational and career planning, they should be filed using the essential element areas as the filing system and, if appropriate, further broken down by units of instruction in each program area.



3. For those audiovisuals which can be used in more than one essential element area, a cross-reference sheet should be completed and placed in the folders where it may also be used (sample in Appendix 3-B). An Audiovisual Information Sheet containing all the information should be placed in the folder representing first usage of the audiovisual.



SOURCES FOR OBTAINING AUDIOVISUALS

Most school districts enter into an agreement with their regional service centers to utilize audiovisuals. If the school district does so, the school administrator will have a catalog listing available audiovisuals and directions for scheduling them. Since the school district pays the service center a media commitment fee based on ADA, no charge will be made for audiovisuals obtained from the service centers.

A MODEL CLASSROOM MANAGEMENT SYSTEM

Innovative and creative methods for increasing student participation and developing responsibility should be explored. Classroom management methods which teach or reinforce the skills needed in the workplace are important. Of course, the abilities and maturity level of the students should be considered. Various model classroom management techniques/systems have been devised by Career Investigation teachers over the years. It is up to the individual teacher to choose the system that will work best for the local teaching situation. Teachers are encouraged to modify the model management system that follows.

Though the planning and initiation of a classroom management system will be time-consuming, it is well worth the time, as students should be able to achieve a realistic perception of what actually occurs in a business/industry; thus, enabling them to acquire the attitudes and behaviors that will assist them in being an effective employee when they obtain their chosen occupations.

Once a classroom management system has been initiated, it becomes a dynamic, integral part of the instructional program and, as such, will need to be modified and updated if the program is to continue to provide for a positive learning experience for the students.

ESTABLISHING CLASS RULES

Class rules should be established collaboratively by the teacher, the students, and the local school district policy. Rules which would be utilized in a working situation (i.e., those things done by an employee that would require action to be taken by a supervisor) should be added to the list. The following is an example of class rules that can be utilized which incorporate local school district policy, rules of a workplace, and the common essential elements for all vocational programs.

1. Follows directions, both oral and written, given by the supervisor (teacher).
2. Demonstrates punctuality and dependability.
3. Demonstrates responsibility in completing job tasks.
4. Seeks and secures permission before leaving work area.
5. Respects workplace property.
6. Follows rules, standards, and policies of the workplace (this could be local school district policy).
7. Demonstrates the ability to work cooperatively with others.
8. Exhibits work habits and attitudes that increase productivity.

Class rules should be posted in full view at all times. Just as in an actual workplace, any time a student/employee breaks one of these rules, some type of action should be taken.

ESTABLISHING A CLASSROOM MANAGEMENT SYSTEM

The success of any classroom management system will depend on the planning and the support of the school administration. Prior to initiating a classroom management system, the teacher should take the time to fully explain the goals and objectives of the system and exactly how the management system will work. The administrative support for the classroom management system, regardless of its format, will facilitate the

initiation and the continued success of the system, so no aspect of the management system will come as a surprise to the administrative staff. Prior support also enables the administrative staff to explain to other faculty members WHY there are different rules and activities in the Career Investigation classroom.

The class is organized like a working business so every student has a responsible job and is rewarded with a "paycheck" for participating in the activities of the business and obeying classroom/workplace rules. Some teachers utilize several "businesses," with each organized the same but with differing job titles/descriptions. Regardless of specific format, the teacher remains the "company president."

Supplies/Materials Needed

The teacher will need the following specific materials to initiate a management system. All forms and instructions for constructing the timecard, job description card, and absentee slip holders are included in Appendix 3-C. If the classroom is equipped with a time clock and timecard holder with timecards, these should be used in lieu of the first two items on the list.

Set of timecards, per class - 3" x 5" index cards cut to 3" x 2 1/2"

Timecard holders - one per class, color-coded

Set of job descriptions - typed on 3" x 5" cards

Job description card holder - placed on bulletin board

Absentee slips - provided by school district

Payroll register

Personnel Action Log

Paychecks - enough duplicated for every student enrolled in the program to receive a check every two weeks

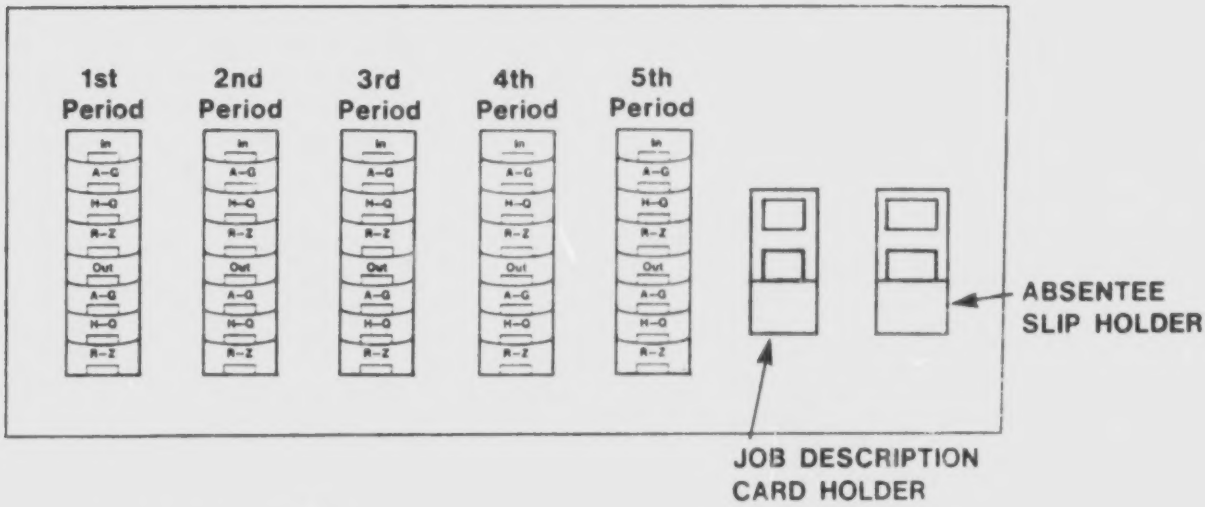
Reprimand forms

Deposit slips

Company Depository and Deductions Record

Checks (to be written by students at auction)

TIMECARD BULLETIN BOARD EXAMPLE



Sample Job Description Cards

Each of the following job descriptions or any others selected for use should be typed on a 3" x 5" index card. Each card should be laminated, if possible, before inserting in the holder for student use.

POLLUTION CONTROL OFFICER
Checks room to make sure everything is left neat and in order; reports anyone making a deliberate mess to the company president (teacher).

SECRETARY
Keeps record of daily activities; writes letters of appreciation to visitors and/or places visited.

TIMECARD MANUFACTURER
Makes new timecards when necessary; places new cards into slots; helps file clerk when necessary.

RECEPTIONIST
Answers the door and helps whoever is there without disturbing the class; runs errand as needed.

AUDIOVISUAL TECHNICIAN
May set up filmstrip or film in projector; may operate all machines during class time; will be in charge of obtaining and returning filmstrips, films, and machines to designated places as needed.

FILE CLERK
Distributes materials when asked; checks class file and returns graded papers; keeps career games, kits, and other materials in order.

PERSONNEL ACTION OFFICER
Assists company president (teacher) in recording reprimands, staples reprimands to timecards, and records reprimand information in the Personnel Action Log.

BOOKKEEPER
Determines students' net pay by obtaining information concerning unexcused absences from the company president (teacher) and totaling docks (obtained from the Personnel Action Log); completes Payroll Register and gives it to payroll clerk.

PAYROLL CLERK
Writes checks to employees; initials amount paid to each employee in the Payroll Register as checks are issued.

CASHIER
Issues deposit slips and records amounts deposited in the company depository and deduction record; assists company president (teacher) in determining if students have sufficient funds to purchase items/services when they write checks at the auction.

ATTENDANCE SUPERVISOR (shares duties with Timecard Supervisor)
Checks timecards to see who is absent; marks absentees on timecards; records absences on absentee slip; shows absentee slip to company president (teacher); helps check roll on field trips.

TIMECARD SUPERVISOR (shares duties with Attendance Supervisor)
Passes out cards to incoming students; takes up cards from student after date is recorded; puts cards in alphabetical order in appropriate slot; gives attendance supervisor those timecards of students who are absent.

Procedures

NOTE: A modification of the suggested lesson plan sequence in the *Career Investigation Curriculum Guide* may be necessary to ensure that the unit dealing with personal money management is addressed before the completion of this classroom management system.

All students are assigned a job by the company president (teacher). Jobs are assigned from those included in the job description cards list. After students are assigned jobs, they borrow and read the description cards for their specific assignments. These cards should be located in a holder in an accessible location. Jobs are rotated every two weeks so students may learn more than one job. Only one person assumes a given job at a time; however, pollution control officer positions are taken by those who do not have another job.

Each school day, the Timecard Supervisor removes the timecards from their holder and passes them out to employees. The employees record the date under the "in" category. Those cards that are left are taken back to the timecard board by the Timecard Supervisor and placed in alphabetical order under the "out" section. The Attendance Supervisor removes these cards, records the date under the "out" category, records the students' names on the absentee slip, and gives it to the company president (teacher). The teacher records the information in the grade book and places the absentee slip in the absentee slip holder. The company president (teacher) determines, as a result of the decision made by the Chairperson, Board of Directors (principal), whether the absence was excused. Students will receive one (1) dock for each unexcused absence.

(If there is a time clock available, students would have to receive instruction in how to use the time clock correctly; then they would be responsible for "punching" their own timecards each day they were in attendance. A modification in the procedures will be required if a time clock is utilized in the management system.)

When an employee (student) breaks an established rule, the company president (teacher) completes a reprimand form (students should not receive any warnings before a reprimand is issued). The teacher, at the end of the class period, gives all reprimand forms written during the class period to the Personnel Action Officer, who attaches and records the information in the Personnel Action Log. The number of reprimands issued during a pay period acts as docks; and therefore, they, along with attendance, determine the total

amount of pay the students will receive. Each dock should be worth 15 points off weekly citizenship grades and $10.00 off their pay. For example:

DOCKS/REPRIMANDS	UNEXCUSED ABSENCES	NET PAY
0	0	$100.00
1	1	$ 80.00
5	4	$ 10.00

Each week, all reprimand forms issued should be placed in the individual students' folders, should further documentation be needed. These forms will be removed when the student has completed the course.

Weekly citizenship grades are averaged for the six-weeks' reporting period to arrive at the grade that appears on the students' report cards. Severe misbehavior (fighting, verbal abuse, weapons possession, etc.) should be dealt with by the Chairperson, Board of Directors (principal), and the students, collectively, should determine the effect of such behavior on pay and citizenship grades.

One day should be set aside at the end of two weeks to complete paychecks, assign new jobs, and to make new timecards. In addition, students should be given the opportunity to deposit their paychecks.

Regardless of the time format established for the classroom management system, a six-weeks' or a semester reporting period, each student should be able to use the pay earned to purchase something of value. The following are two suggestions:

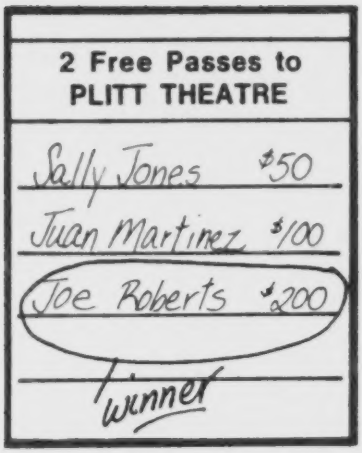
Auctions

At the beginning of the school year, a commitment from the local merchants to provide services and/or items to be used in an auction should be secured. The teacher should explain that by using this classroom management method, students are developing the foundation for attitudes and behaviors that will be of great benefit to the students as future employees. NOTE: Many fast food chains are eager to provide assistance to public schools.

One very active Career Investigation Advisory Committee took on the responsibility of securing all items to be used in the auction. This could become the responsibility of a parent booster group, if there is no separate advisory committee for the Career Investigation class.

Many teachers prefer to have an auction at the end of the semester instead of every six weeks, in order to allow for more items/services to be available and to avoid the hassle of organization. Because the students could have accumulated up to $1800.00 at the end of a semester, it is very likely that items/services will go for very high amounts! Although a real auctioneer will certainly add realism to the event, the noise level could create a problem for neighboring classrooms. To avoid this problem, perhaps the best method to employ is a silent auction.

Descriptions of all the items/services available for bidding are printed on cards and placed on tables for viewing and bidding by the students before school, at lunch, and after school. Students "bid" on items/services by writing their names and the amount they wish to bid on the sheets of paper. The students' names and amounts that appear at the bottom of the sheets of paper at the conclusion of the auction will be awarded the item/service on which they bid. (See example on next page.)



Students should then write checks (made payable to the name of the Business/Auction) for the amount they bid.

Representatives of the local media should be invited to attend the conclusion of the auction, and the names of merchants who have contributed items/services to the auction should be provided to the them. In addition, students should write thank-you letters to the merchants who contributed the items/services they obtained.

Class Period Competition

To further motivation in a classroom management system, the class period that accumulates the highest number of points (pay) during the six weeks or the semester can be awarded a special privilege, such treats as a pizza party (pizza and drinks donated by local business), special field trip for the class, etc. A chart, located where all students can see it, with the points (pay) accumulated weekly and recorded for each class period will help spur the students' enthusiasm.

UTILIZING CAREER ASSESSMENT INSTRUMENTS

INTRODUCTION

Instruction in Career Investigation is arranged and organized to help students answer three questions related to educational and career planning - Who am I? - Where am I going? - How do I get there? An understanding of one's interests, aptitudes, abilities, and values and how they affect and influence one's career and educational choices establishes a foundation upon which to build a storehouse of career and educational information for future decision making and planning. Self-understanding through assessment is the first step in laying a good foundation for career planning.

Theories of career development and their bearing on career planning and development are addressed in certification courses and will not be covered here. However, as many Career Investigation teachers utilize both standardized and informal appraisal instruments with little or no training in the areas, this section will focus on suggestions for utilizing both formal and informal appraisal instruments.

DETERMINING WHICH CAREER ASSESSMENTS TO UTILIZE

Many career assessment instruments have been developed during the past few years. With so many available, it is difficult for the Career Investigation teacher to determine which ones to purchase to use as supplementary

classroom instructional materials. The readiest source of assistance in selecting which career assessment instruments to use for determining those traits addressed in the Career Investigation essential elements is the vocational counselor at the local high school. If, however, there is not a vocational counselor available, any school counselor or the counselor available through the district cooperative agreement with the Educational Service Center could be consulted about the selection. Several variables must be considered when choosing a career assessment instrument:

Does it measure the traits/traits that are to be measured?

To what student population is it geared?

Is the reading level appropriate for the students?

Is the price of the assessment within the budget?

Is the length of time required to take the test adequate?

Is the test necessary for assisting students with career decision making?

A comprehensive explanation of assessment instruments can be found in the *Vocational Assessment Handbook*, which is available through the regional Education Service Center or which may be purchased through the curriculum center at the University of Texas at Austin. An annotated review of assessment instruments is contained in the *Counselor's Guide to Career Assessment Instruments*. This publication can be purchased by Contacting:

The American Association for Counseling & Development (AACD)
599 Stevenson Avenue
Alexandria, Virginia 22041

Please specify order number 72204. Additional assessment information may also be obtained by writing or calling the appropriate author/publisher.

SUGGESTIONS FOR UTILIZING AND INTERPRETING ASSESSMENT RESULTS

1. The teacher should study the assessment manual and, if possible, take the test in order to develop a thorough knowledge and understanding of the assessment since the students may have many questions.

2. The reason for the assessment should be explained to the students so they understand what the assessment measures. It should be emphasized to the students that no grade will be taken. Students should understand that the assessment will provide information about themselves; therefore, right or wrong answers are not possible.

3. A 50-50 verbal conversation between the student and the teacher should be achieved.

4. A direct prediction of interest, aptitude, outcome, etc., should never be made. For example, the teacher should say, "The results of the assessment show an interest in the following...." not "This assessment shows that you should be a...."

5. When interpreting test results to special needs students, whether their handicap is physical or mental, the teacher should never assume an absolute in a student pursuing and obtaining a specific career goal. Rather, it should be emphasized that a particular occupation's job tasks may be more difficult

because of the student's particular handicap. It would be very appropriate to mention several occupations that are similar, thus opening the student's options even further.

By conducting a thorough self-appraisal, whether through informal or formal means, Career Investigation students will be better prepared to develop high school four-year plans that consist of courses that will be meaningful to the pursuit of their highest career interests.

TEACHING THE 15 OCCUPATIONAL CLUSTERS

INTRODUCTION

Once the students have an understanding of "Who I am," the answer to "Where am I going?" becomes the next instructional focus for the Career Investigation teacher. In order to enable the students to learn about occupations and to develop skills in locating information about occupations and careers, a study of occupations is conducted utilizing a cluster approach. Providing instruction in the occupational clusters approach assists students in gaining realistic perceptions of the world of work, which will ultimately assist them in making meaningful and well-informed education/career plans.

Most Career Investigation teachers will agree that they have more problems with instruction in the occupational clusters. They state that students are less-motivated, and it is difficult to schedule field trips, guest speakers, etc., that pertain to the occupational cluster being investigated at the time instruction in a particular cluster is being provided. The occupational clusters area of study, however, is crucial to achieving the goals of the program.

Even though the occupational clusters classification system is used, it does not mean that field trips, guest speakers, films, etc., must be scheduled at the exact point in instruction when a particular cluster is being investigated. The teacher should keep in mind the reason the cluster system is used is to help students investigate a large number of occupations in order to make meaningful and well-informed education/career choices.

The cluster classification system provides a means of instructional manageability for the teacher. It is not as important for the students to be able to match occupations to the correct cluster in which they belong, as it is for them to be able to name at least five occupations in each cluster. By being able to recall at least five occupations in each cluster, after studying all 15 clusters, the students will have been exposed to a minimum of 75 occupations. Research shows that students will recall only those occupations which spark an interest of some kind, thus the blending of the self-appraisal and occupational clusters areas of study. The focus of this section will be on planning for instruction in the occupational clusters.

THE 15 OCCUPATIONAL CLUSTERS

Though there are various ways of clustering occupations, the Career Investigation program essential elements and the related instructional manual, *Career Opportunities*, are based upon the occupational clusters system established by the United States Office of Education. The classification system includes the following clusters:

Agri-Business and Natural Resources
Business and Office
Environment
Fine Arts and Humanities
Transportation
Communications and Media
Construction
Consumer and Homemaking

Manufacturing
Marketing and Distribution
Marine Science
Health
Hospitality and Recreation
Personal Services
Public Service

The order in which the clusters may be arranged and/or taught will vary with individual teacher preference.

GROUP METHOD OF INSTRUCTION

The group method of instruction should be utilized, if all students are to be presented the same information at the same time. The following instructional sequence will be used for group instruction:

1. Unit I - Locating Information About Occupations will be presented.

2. Unit II - Orientation to the Occupational Clusters will be presented.

3. The 15 cluster units will follow - the method of instruction for each cluster will be the same.

   a. An overview of the cluster will be given, family concept will be explained, and students will look over examples of occupations.

   b. ACTIVITY SHEET 1 will be completed by the students.

   c. ACTIVITY SHEET 2 will be completed by the students. Information on utilizing activities in the *Career Opportunities Instructional Guide*, which will assist students in mastering the essential elements, is found on the Activity Sheet. NOTE: It is not a mandate that students participate in visits to work sites for every cluster.

   d. ACTIVITY SHEET 3 lists activities which may be used to assist students in understanding the work tasks of occupations classified in the cluster. The teacher will choose activities from those listed or may devise others which simulate the work tasks of occupations in the cluster.

   e. Students should satisfactorily (determined by the teacher's grading scale) complete the cluster unit test before proceeding to the next cluster unit.

SELF-PACED METHOD OF INSTRUCTION

Although the initiation of a self-paced method of instruction will be difficult at first, it will be well worth the time and effort as the students will be more highly motivated and will be able to spend more time investigating the cluster(s) that are of most interest to them.

This method of instruction is especially effective with special needs students. Students have a feeling of achievement as they complete one activity, have it verified by the teacher, and can move to the next activity.

1. Determine the amount of time you wish to allow for study of the occupational clusters. Students will need to be monitored to ensure the completion of all 15 cluster units in the time allotted.

2. The first two units of the *Career Opportunities Instructional Guide* will be presented to the students as a group. After the students understand how to locate information concerning occupations and the reasoning behind classifying occupations in clusters, self-paced instruction concerning the 15 clusters can begin.

3. Field trips, guest speakers, and films should be scheduled as closely as possible to the time when investigation in a particular cluster is supposed to be conducted by the students. However, because completion of the units of instruction dealing with the clusters is self-paced, a few days' leeway is expected.

4. Student learning packets should be made using each of the 15 cluster units of instruction. For example, each student will have 15 learning packets to complete. Each learning packet should include (1) the unit objective sheet, (2) the information sheet, and (3) all activity sheets. Students should be given progress charts, located in Appendix 3-D. Some teachers prefer to make enough copies of the supplementary activities section for use by their largest class. They then laminate the copies, indicate they are class copies, and keep them readily available for use with all clusters. Unit tests are given to the students when they complete each learning packet.

5. At their own pace, students should work through each cluster learning packet in the following manner:

   a. Students will read the objective sheet.

   b. Students will read the information sheet containing the list of occupations classified in the cluster.

   c. Using the information sheet, the students will complete ACTIVITY SHEET 1.

   d. Students will complete ACTIVITY SHEET 2.

   Essential element 2A can be accomplished by the students' completing one of the activities in Section 1 of the "Supplementary Activities-Section 1" of the *Career Opportunities Instructional Guide*, which exposes students to a variety of occupations. (The teacher may wish to assist students in completing the games.)

   Essential element 2B can be accomplished by the students completing the activities located in "Supplementary Activities-Section 2" or ACTIVITY SHEET 3.

   While students are completing essential element B, the teacher should keep in mind that students should <u>not</u> be required to concentrate individual study of occupations in every cluster being investigated, since not <u>every</u> cluster will interest <u>every</u> student. Therefore, for grading purposes, this essential element can be accomplished by completing at least one activity from section 2 of the "Supplementary Activities." Students may, however, choose to complete additional individual study activities; if students choose to do so, they should receive extra credit.

   Essential elements 2C and 2D can be accomplished by the students completing the Occupational Report Form.

   Essential element 2E is addressed in the *Economic and Societal Factors Instructional Guide* and in the common essential elements. It will be addressed when providing instruction in these areas.

Essential elements 2F and 2G can be accomplished by the completion of activities in "Supplementary Section 4."

GRADING PROCEDURES

Because most of the activities located in the *Career Opportunities Instructional Guide* dealing with the occupational clusters will require subjective grading, the following is an explanation of an alternative method of grading.

THE MINIMUM STUDENTS MUST COMPLETE TO RECEIVE AN A:	NUMERICAL POINT VALUE:
ACTIVITY SHEET 1	1 pt. each x 15 clusters = 15 points
ACTIVITY SHEET 2	
Essential Element 2A	1 pt. each x 15 clusters = 15 points
Essential Element 2B	1 activity = 15 points
Essential Elements 2C and 2D	1 pt. each x 15 clusters = 15 points
Essential Elements 2F and 2G	1 pt. each x 15 clusters = 15 points
UNIT TEST (must be completed with a minimum of 90% accuracy)	1 pt. each x 15 clusters = 15 points
TOTAL	90 points

BREAKDOWN OF NUMERICAL POINT VALUES TO LETTER GRADES

90 - ?	A
80 - 89	B
75 - 79	C
70 - 74	D

69 - below - actual number grade earned. The teacher may, at own discretion, record a 50 for any numerical grade earned that is lower than 50.

The teacher should keep in mind that a student earns a minimum of 5 points when he/she completes a cluster unit. Of course, students may earn extra credit by completing more than one individual study activity (Essential element 2B) and/or by completing assignments designated by the teacher as being for extra credit. NOTE: If nine weeks is allotted for occupational clusters study, the students' points accumulated at the end of the six-weeks' reporting period may not be indicative of the grades deserved.

The best way to avoid this problem is to set time schedules for the completion of the units. If the students have not completed the number of units specified for completion within the reporting period, their grades will reflect this. For example, if it has been specified that 11 clusters must be completed during a six-weeks' reporting period, the students will need a minimum of 55 points to receive an A (11 clusters x 5 points per cluster = 55). Students would then have an additional three weeks to complete the other four cluster units, which will earn them 20 points. In addition, the students should, at the end of the nine weeks of study in the occupational clusters area, have completed an individual study activity (essential element 2B) which is worth 15 points. The minimum score of 90 for an A (55 + 20 + 15) is achieved.

APPENDIX 3-A

LESSON PLAN # 00

ALLOCATED TIME: **ESSENTIAL ELEMENTS:** **SPONGE #**

REFERENCES: **SUPPLIES/MATERIALS:** **DOMAIN:**

TAXONOMY LEVEL:

OBJECTIVE: Upon completion of this lesson, the student will be able to:

FOCUS/INTRODUCTION:

PRIOR/FUTURE LEARNING:

EXPLANATION (Check for understanding):
Instructional Guide: Info. Sheet: # A.V. Aids:

GUIDED PRACTICE:

INDEPENDENT PRACTICE:

EVALUATION TECHNIQUE:

EXTENSION (Enrichment):

CLOSURE:

///

APPENDIX 3-B

SCHOOL NAME

ACTIVITY PERMISSION

PARENT'S CONSENT AND RELEASE OF LIABILITY

DATE:

In order to assist your child in making meaningful decisions concerning his/her future and in order to assist him/her in acquiring a realistic perception of the world of work, your child will be participating in a shadowing experience on _____ from _____. He/She will be observing _____, who is a(n) _____.

Please read the following information carefully, sign, and return this form by _____.

I do hereby agree to assume all the risks attendant to such activity, including motor vehicle accidents on either streets, ways, or private property, and do hereby release and forever discharge the businesses, their employees, agents, leasees, contractors, and concessionaires, in both their public and private capacities on and from any and all liability, claims, suits, demands, or causes of action whatsoever for any property damage or personal injury sustained or that may arise in any manner in connection with taking part in this shadowing experience.

I understand that the (school name) Independent School District is not legally liable under Texas laws for injuries of any nature. I will assume all responsibilities related to accidents or other difficulties.

I will provide or see that my child has transportation to and from the place of business where my child will be participating in the shadowing experience. We have read this Parents' Consent and Release of Liability, and fully understand its terms and conditions, and further understand that the opportunity to participate, requested by us, is afforded by the local and (city) businesses based upon the signing of this document.

SIGNED this the _____ day of _____ A.D. 19___

_____ _____

PARENT OR LEGAL GUARDIAN'S SIGNATURE

_____
ADDRESS

_____
TELEPHONE

BUSINESS CONSENT FORM

We the undersigned _____ (place of business) would like to participate in the "shadowing" experience for a particular student from _____ (school name). I realize the student is to be an observer only. The student participating with us will observe and interview workers who are listed below.

I have seen the "Parent's Consent and Release of Liability," and it complies with our needs to allow the student to be on our premises in this capacity.

Specified below are the areas the student and/or students will observe.

SIGNED this the _____ day of _____, 19___

Address (Business):

_____ _____
Participant from Firm

_____ _____
Sponsor or Owner

Telephone: _____

Name of Student _____

WORKERS TO BE OBSERVED:	OCCUPATION(S):
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ACTIVITY SHEET 1: Shadowing

Occupation Selected:

Information from Career Resource File:

ACTIVITY SHEET 2: Shadowing

Name _____

Person Observed: Position:

Employing Agency:

Information concerning job environment:
(examples: inside/outside, hectic/calm, clean/dirty)

Observed duties:

How much contact with other people?

_____ less than five people

_____ more than five, less than ten

_____ more than ten

SAMPLE

STUDENT OCCUPATIONAL INTEREST SURVEY

Dear Student:

Please indicate the occupations you would be interested in learning more about by circling any five given below. From the results of this survey, speakers will be invited to Career Day.

Your Career Day Committee

AGRIBUSINESS AND NATURAL RESOURCES

Animal breeder
Nursery laborer
Tree surgeon
Agriculture economist
Biologist
Veterinarian
County agricultural agent
Food and drug inspector

BUSINESS AND OFFICE

Accountant
Computer operator
Word processing operator
Secretary
Management trainee
Personnel recruiter
Financial economist
Loan officer
Sales agent, securities
Insurance investigator
Insurance sales agent
Claims adjuster
Real estate sales agent
Tax clerk
Messenger

ENVIRONMENT

Air analyst
Chemist, water purification
Safety and sanitary inspector
Entomologist
Exterminator
Industrial hygienist
Plant pathologist
Sanitarian
Park ranger
Animal ecologist
Forestor
Landscape architect
Game manager

FINE ARTS AND HUMANITIES

Illustrator
Clothes designer
Cartoonist
Portrait photographer
Humorist
Choreographer
Stage director
Set designer
Actor
Interpreter
Genealogist

TRANSPORTATION

Truck driver
Bus driver
Dispatcher, motor vehicle
Safety engineer
Locomotive engineer
Yard manager, train
Pilot
Air traffic control specialist, tower
Ticket agent
Aeronautical engineer

CONSUMER AND HOMEMAKING

Food chemist
Dietician
Interior decorator
Fashion coordinator
Budget consultant
Director of consumer education

CONSTRUCTION

Plumber
Carpenter
Welder
Bricklayer
Stonemason
Electrician
Painter
Civil engineer
Construction inspector

MARKETING AND DISTRIBUTION

Retail storeowner
Warehouse manager
Merchandising manager
Market research analyst
Purchasing agent
Product designer
Model
Auctioneer

HOSPITALITY AND RECREATION

Ticket clerk
Travel agency clerk
Flight attendant
Tour director
Waiter/Waitress
Sports instructor
Animal trainer
Athletic trainer
Zoo keeper

MANUFACTURING

Physicist
Mechanical engineer
Nuclear engineer
Drafter
Electroplater

PUBLIC SERVICES

Meteorologist
School teacher
Police officer
Mail handler
Water treatment plant operator
Social worker
Lawyer

COMMUNICATIONS AND MEDIA

Feature reporter
Critic
Editor
Motion picture director
Camera operator
Light technician
Costumer
Telephone operator
Television schedule coordinator

MARINE SCIENCE

Aquatic biologist
Petroleum geologist
Mineralogist
Petroleum engineer
Fish farmer
Scuba diver

HEALTH

Psychiatrist
Radiologic technologist
Medical technologist
Dental hygienist
Dentist
Emergency medical technician
Pharmacist
General practitioner
Respiratory therapist

PERSONAL SERVICES

Camp attendant
Manager, lodging facilities
Hair stylist
Funeral attendant
Tailor
Caterer

Others (name any others which interest you) _____

_____

Please check the appropriate box if you would like one or more of the following representatives:

☐ Military representatives

☐ College/university representatives

☐ Trade/technical school representatives

Please give the following information by circling the appropriate answer.

Sex: M F Grade: 7 8 9 10

Please check anticipated maximum educational/training level:

☐ High school

☐ Two-year college

☐ Four-year college

☐ Technical school

☐ Apprenticeship program

Audiovisual Information Sheet

TYPE OF AUDIOVISUAL _____

SOURCE (where to obtain) _____

TITLE _____

LENGTH OF PRESENTATION _____

REMARKS:

DATE ORDERED:

DATE USED:

Audiovisual Information
Cross Reference Sheet

TYPE OF AUDIOVISUAL: _____

TITLE: _____

REMARKS: _____

_____

_____

SEE: _____

FILED: _____

APPENDIX 3-C

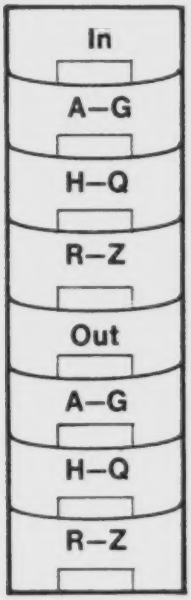
INSTRUCTIONS FOR MAKING TIMECARDS

Cut 3" x 5" index cards in half so that there are two cards 3" x 2 1/2".

Prepare timecards (list last name first).

Name Jones, Susan

	In	Out	Job
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



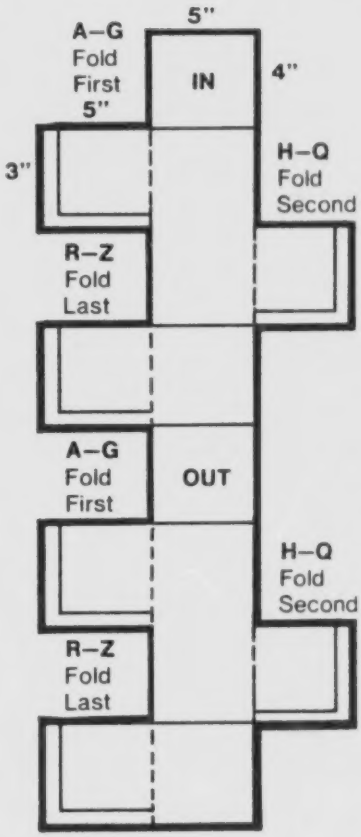
PATTERN FOR TIMECARD HOLDER

MATERIALS: 22" x 28" colored posterboard
scissors
ruler
glue
colored marker pens

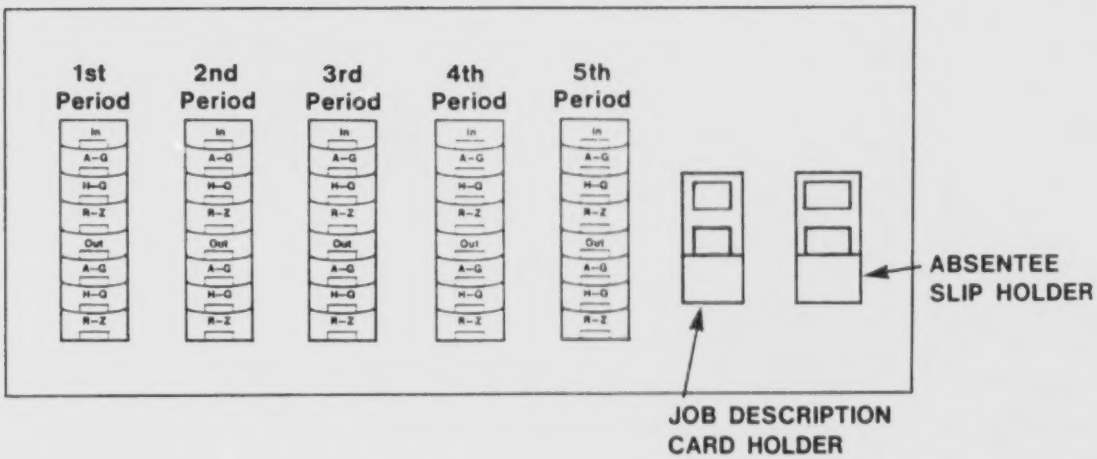
INSTRUCTIONS:

Using model to the right,

1. Measure, draw, and cut holder by following dimensions:
   horizontal lines--five inches
   vertical lines--three inches
   Four-inch sides on "IN" and "OUT" sections
2. Fold along dotted lines.
3. Glue along shaded lines. (approximately one inch wide).
4. Mark as indicated on model.
5. Make holder for each class, each in a different color.



TIMECARD BULLETIN BOARD EXAMPLE



PAYROLL REGISTER

Employee Name	Gross Pay	Reprimands	Unexcused Absences	Net Pay	Payroll Clerk Initials

PERSONNEL ACTION LOG

Week of _____

Student Names	Reprimands (place a check and # of rule broken)				
	M	T	W	TH	F

SAMPLE PAYCHECKS

CAREER INVESTIGATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

CAREER INVESTIGATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

CAREER INVESTIGATION, INC.

_____ 19 ____

PAY TO THE
ORDER OF _____

_____ DOLLARS

_____
PAYROLL CLERK

SAMPLE REPRIMAND FORM

SAMPLE REPRIMAND FORM

NAME _____ DATE _____

REASON _____

_____

_____ _____

COMPANY PRES.

SAMPLE REPRIMAND FORM

NAME _____ DATE _____

REASON _____

_____

_____ _____

COMPANY PRES.

DEPOSIT SLIPS

DEPOSITED WITH

Mountain Park National Bank

ACCOUNT NUMBER

_____ 19_____

NAME _____

ADDRESS _____

CITY _____

FOR BANK ▶ USE

Sign Here For Less Cash

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
USE BACK SIDE FOR LISTING ADDITIONAL CHECKS — NET DEPOSIT ▶		

DEPOSITED WITH

Mountain Park National Bank

ACCOUNT NUMBER

_____ 19_____

NAME _____

ADDRESS _____

CITY _____

FOR BANK ▶ USE

Sign Here For Less Cash

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
USE BACK SIDE FOR LISTING ADDITIONAL CHECKS — NET DEPOSIT ▶		

DEPOSITED WITH

Mountain Park National Bank

ACCOUNT NUMBER

_____ 19_____

NAME _____

ADDRESS _____

CITY _____

FOR BANK ▶ USE

Sign Here For Less Cash

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
USE BACK SIDE FOR LISTING ADDITIONAL CHECKS — NET DEPOSIT ▶		

COMPANY DEPOSITORY AND DEDUCTIONS RECORD

Depositor's Name	Amount Deposited/Date	Deductions							

APPENDIX 3-D

NAME _____

PERIOD _____

Progress Chart — Occupational Clusters

Agri-business & Natural Resources	Business & Office	Communications & Media	Construction	Consumer & Homemaking	Environment	Fine Arts & Humanities	Health
Activity Sheet 1 Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:
Activity Sheet 2 Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.
Activity Sheet 3 Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:
TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**

NAME _____

PERIOD _____

Progress Chart — Occupational Clusters

Hospitality & Recreation	Manufacturing	Marine Science	Marketing & Distribution	Personal Service	Public Service	Transportation
Activity Sheet 1 Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:	**Activity Sheet 1** Completion Date:
Activity Sheet 2 Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.	**Activity Sheet 2** Completion Date: A. B. C. D. E. F.
Activity Sheet 3 Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:	**Activity Sheet 3** Type of activity _____ _____ _____ _____ _____ Completion Date:
TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**	TEST COMPLETION DATE: **GRADE:**

CHAPTER 4
SERVING SPECIAL NEEDS STUDENTS

INTRODUCTION

Students with special needs, including students who are handicapped, academically and economically disadvantaged, limited English proficient, and those at risk of dropping out of school often require additional or supplemental services when participating in vocational eduction programs. Vocational education must provide special needs students with job skills and employability skills leading to a smooth transition from school to post-school activities.

Transition may be defined as movement from one stage to another. Transition for special needs students should be a process that is systematically planned, beginning as special needs learners are in the 7th or 8th grade. Transition planning should involve parents and students along with special education and/or general education and vocational education personnel. The planning and instruction provided the special needs student at the secondary level should lead to satisfying employment or future training, which ultimately results in sustained employment.

REQUIRED SERVICES

When the district uses federal vocational education funds designated for the handicapped and disadvantaged, the district must provide additional or supplemental services for the students identified as handicapped or disadvantaged. These additional or supplemental services include:

1. Vocational interest and aptitude assessment prior to selecting a vocational program;

2. Provision of special services designed for individual students based on the special needs identified by the vocational assessment; and

3. Guidance and counseling activities conducted by certified counselors including career development, vocational assessment, and services designed to facilitate the transition from school to post-school employment.

The board rules and special services applicable to each category of special needs will be addressed in the following information.

STUDENTS WITH HANDICAPS

Handicapped means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or other health-impaired persons or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance (**P.L. 98-524**).

GRADUATION REQUIREMENTS FOR HANDICAPPED STUDENTS

State Board of Education Rules for graduation for special education students are currently based on performance outcomes related to job and employability skills and state that handicapped students may graduate when the students have completed the minimum academic credit requirements for graduation

applicable to non-handicapped students, including satisfactory performance on the exit level assessment instrument (TEAMS) or graduation by determination by the admission, review, and dismissal (ARD) committee that the student has completed requirements specified in the individual education plan (IEP). Graduation through the IEP offers options, which may require vocational education training, including the following:

(1) Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support by the local school district. Vocational education has a responsibility for providing competency-based instruction in job skills and employability skills including general skills necessary to obtain or retain employment. This may include vocational pre-employment laboratory and cooperative education programs.

(2) Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district. Students may receive competency-based instruction in vocational education prior to full-time employment.

The need for an appropriate education leading to transition from school to work is reflected by the above graduation rules. The following information is provided as a guideline for serving handicapped students in vocational education.

COORDINATION WITH SPECIAL EDUCATION

Federal legislation and State Board of Education Rules require the education of handicapped students in the least restrictive environment. Cooperative planning and delivery of educational services between special education and regular education personnel are essential when providing handicapped and non-handicapped students instruction in a single classroom arrangement.

The admission, review, and dismissal (ARD) committee determines the appropriate instructional arrangement for individual students based on cumulative and appropriate assessment data. An individual education plan (IEP) is developed for each student addressing modifications in content, pacing, and mastery level. The IEP will specify course performance levels and skills in math, reading, English language usage; and therefore, shall include any modification or special assistance needed by the student to enable his/her participation in regular academic vocational classes, as well as in separate instructional settings. If the handicapped student needs extensive adjustments (modifications) but can benefit from a regular classroom placement, the ARD committee must specify appropriate special education assistance to the regular teacher in order that handicapped students can be maintained in the regular classroom.

Students who lack essential skills in reading, communication skills, mathematics, etc., may benefit from regular academic classes and deficits must be noted and modifications and/or special education assistance to the regular teacher shall be addressed in the IEP for regular academic and vocational classes.

VOCATIONAL ASSESSMENT

Special education, with assistance from vocational personnel when appropriate, has the responsibility for providing the vocational assessments for handicapped students who have vocational preparation needs. All students who are to be considered as handicapped students in vocational education must have a vocational interest and aptitude assessment, **19 TAC Chapter 75.213(f)** and **89.233(g)(3)**. Vocational assessment is required for all handicapped students who will graduate through the IEP process.

Vocational education counselors or teachers must review the assessment data with special education personnel and make a recommendation to the ARD committee. The recommendation should include (1)

determination as to whether vocational education is appropriate, (2) type of instructional arrangement (regular or separate program), and (3) program services and modifications needed by the student to participate in a vocational program.

THE ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEMBERSHIP

The membership of the ARD committee includes: (1) a representative from administration for the local school district, (2) a representative from instruction (teacher), (3) the student's parent or designated representative, (4) the student, when appropriate, and (5) a representative from the special education assessment team as specified. Representatives from vocational education, including the vocational teacher who will instruct the student, will be voting members when placement into vocational education is being deliberated, **19 TAC 89.221(h)(8)** and **75.213(f)(3)**. Participation by representatives from the Texas Rehabilitation Commission or other agencies is suggested when transition plans are being developed.

THE ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE RESPONSIBILITIES

The admission, review, and dismissal (ARD) committee is the vehicle for decision making when developing, reviewing, and revising the individual education plan (IEP) for each handicapped student. Committee responsibilities in making decisions for the student's educational programming will include considering the occupational preparation needs, identifying vocational assessment needs, and planning an appropriate program for occupational preparation.

The ARD committee must perform several functions in planning for vocational education for handicapped students:

1. Review the vocational assessment report and the recommendations for vocational placement developed by the vocational education and special education team.

2. Determine the type of vocational program which fulfills the needs of the student most appropriately.

3. Discuss and make a decision for the type of available instructional setting in the least restrictive environment appropriate for the handicapped.

4. Develop an individual education plan (IEP) which addresses the vocational goals and objectives that achieve these identified goals. The IEP will address support services and modifications of equipment and programs necessary for the student to benefit from vocational education instruction.

INDIVIDUAL EDUCATION PLAN (IEP)

The ARD committee must ensure that all required elements **Chapter 19 TAC 75.213 (f)(5)** and **89.223(5)(d)** of the IEP are developed for each handicapped student enrolled in vocational education. The IEP for handicapped students enrolled in vocational education must address (1) modification of instructional equipment; (2) modification or adaptation of program goals; and (3) related aids and services needed to benefit from the vocational program.

MODIFICATIONS TO BE INCLUDED IN THE IEP

The ARD committee, with vocational education representation, will review assessment recommendations, plan appropriate vocational program placement, and, whenever appropriate, include vocational education as a component of the student's individual education plan (IEP). When determining what modifications are to be included in the IEP, the following questions may be considered:

1. Is the student reading below grade level and receiving special education assistance to the extent that he/she would have difficulty reading and understanding the required vocational course material?

2. Are the student's English language usage (grammar, spelling, and punctuation) skills below grade level, and is the student receiving special education services to the extent that he/she would have difficulty completing required vocational course requirements?

3. Are the student's math and computational skills below grade level and is the student receiving special education services to the extent that he/she would have difficulty completing required vocational course requirements?

4. Does the student's handicap indicate a need for modification of the knowledge, skills, or information that all students are held accountable for by the course objectives contained in the district's curriculum?

5. Will the normal testing methods in the course need to be altered in order to assess the student's competencies without bias?

6. Does the student need a behavior management plan implemented during the vocational class?

7. Does the student have physical limitations which require modifications in equipment, instructional materials, or facilities in vocational education?

If the answer to any of the preceding questions is "yes," the ARD committee should outline reasonable modifications to equipment and appropriate instructional methods, grading, support services, and/or goals and objectives in the student's IEP. If it is determined that any of the above IEP components are not necessary, the IEP should specifically document that modifications of program goals, facilities, equipment, and the need for support services have been considered but are not necessary. It is not necessary to write goals and objectives when no changes are made in curriculum content, mastery level, or instructional methods.

DEVELOPMENT OF THE IEP

The development of the individual education plan (IEP) is the initial step in programming for the handicapped student. The IEP must be cooperatively developed by members of the ARD committee. A single IEP is developed for each student which specifies goals, objectives, modifications, and support services necessary for the student. For purposes of vocational monitoring for Civil Rights compliance, information must be provided indicating that these components have been addressed. The following components will be addressed in the vocational portion of the IEP:

A. Annual goals addressing vocational instruction. Annual goals must be specified when modifications are to be made in the regular program. The annual goals should describe the skills and knowledge the student will acquire.

B. Short-term objectives that lead to the achievement of the goals. The objectives should be linked to the annual goals identifying tasks to be learned by the student in order to accomplish the annual goals.

C. Consideration of need for modification of instructional program. Modifications to the program must be addressed in the IEP. If no modifications are necessary, a statement to that effect will be made on the IEP.

1. Suggested modifications that may be required to enable individual students to continue in vocational education programs by helping them compensate for their handicaps, such as changes in the rules regarding:

   a. Time allowed to complete a course or program

   b. Time spent in the lab or classroom (for additional instruction)

   - Changes in the course of study in an individual student's program
   - Changes in the way program accomplishments are reported
   - Programmed and individualized instruction
   - Special teachers (or aides)
   - Special teacher for job readiness (pre-vocational) instruction
   - Arrangements for transportation
   - Specialized equipment

2. Modifications in instructional strategies may include:

   - Changes in reading requirements
   - Changes in listening requirements
   - Changes in math requirements
   - Changes in the methods of instruction
   - Changes in the pace of the instruction
   - Changes in the sequence of topics
   - Changes in tools, equipment, or machinery used in the classroom
   - Changes in the classroom environment
   - Changes in project or report requirements
   - Changes in the way tests are given

COORDINATION OF INSTRUCTION

All vocational teachers who have handicapped students in their classes should coordinate their instruction with special education teachers. Resource teachers should provide instructional support for students in vocational programs.

DISADVANTAGED STUDENTS

Disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically-disadvantaged families, migrants, individuals who have limited English proficiency, and individuals who are dropouts, or who are identified as potential dropouts from secondary school.

> *Academically disadvantaged* is defined as an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies (one or more years below grade level in achievement in three or more academic courses).
>
> *Economically disadvantaged* family or individual means a family or individual identified as having low income using one or more of the following standards: (1) annual income at or below the poverty line, (2) eligibility for free or reduced-price school lunch, (3) eligibility for Aid to Families with Dependent Children (AFDC) or other public assistance programs, or (4) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act.
>
> *Limited English Proficient (LEP)* is a person who is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.
>
> Students *at risk* of dropping out of school will be identified by local district criteria based on rules **19 TAC 75.195 Alternatives to Social Promotion.**

Students identified as academically disadvantaged or at risk may participate in vocational education (regular and Coordinated Vocational Academic Education [CVAE] programs at age appropriate levels: 14-year-olds may enroll in ninth grade courses, 15-year-olds may enroll in 10th grade courses, 16-year-olds may enroll in 11th grade courses, and 17-year-olds may enroll in 12th grade courses, **Chapter 19 TAC 75.213.**)

Students identified as at risk must also be identified as academically disadvantaged to be eligible to enroll in CVAE programs. Those students identified as at risk who do not meet the eligibility requirements for academically disadvantaged may enroll in regular vocational education programs.

COORDINATION OF INSTRUCTION

Vocational education teachers who have disadvantaged students in their classes should coordinate their instruction with other teachers. All students should benefit when vocational teachers and teachers of basic academic programs in language arts, mathematics, and science plan together and coordinate instruction. Vocational education teachers should emphasize basic academics in their classes. Basic academics teachers should be encouraged to teach their concepts in an applied manner relating to career and vocational activities.

English as a Second Language (ESL) teachers may be a strong resource to support LEP students in vocational education classes.

Vocational teachers who have students identified as at risk enrolled in their classes should work cooperatively with at risk coordinators and counseling and guidance personnel to provide appropriate support to the at-risk student.

MODIFYING INSTRUCTION FOR HANDICAPPED STUDENTS

Although in developing the IEP, the Career Investigation teacher will receive advice and assistance from special education personnel, the following are suggestions, by special needs category, for adapting instructional methods and materials for instruction to special needs students.

MENTALLY RETARDED

1. Learning should be programmed in sequence and presented in such a way that the student will learn at a rate compatible with his/her development.

2. Unit approaches should be used as instructional strategies. If vocabulary and sentence structure are simplified and concrete illustrations and exercises are provided, mildly retarded students can master even relatively complex material.

3. The student should experience success; organizing materials and using methods that lead him/her to the right answer will enable the student to succeed.

4. By providing feedback, the student will know when he/she responds correctly.

5. All correct responses should be reinforced either in a tangible way or in the form of social approval.

6. Instruction should proceed in a systematic way with more basic knowledge preceding more difficult material.

7. In going from one step to the next, keep change to a minimum.

8. By helping the student to generalize, positive transfer of knowledge is provided from one situation to another.

9. As these students seem to require more repetitions of an experience in order to retain it, repetition should be provided to experiences learned.

10. In order not to confuse the student, a given stimulus or cue should be associated with only one response in the early stages of learning.

11. In any one class period, the number of concepts presented should be limited.

12. Materials should be arranged in a way that will keep the student's attention.

VISUALLY IMPAIRED

1. The student must be presented with and experience concrete objects that can be touched and manipulated.

2. Actual concrete experiences should and can be unified by using sequencing and explaining the sequencing.

3. Blind students must learn by doing. It is necessary to initiate self-activity because objects do not attract them. Their ability to listen, relate, and remember must be developed to the fullest.

4. With variable intensities and positioning, lamps can provide the additional or dimmed illumination that a visually-handicapped child may require.

5. Large-type books, often provided by the Commission for the Blind, should be made available.

6. Raised line paper allows a student to write script "on the line" or to maneuver a graph either by placing markers onto the graph paper or by punching holes.

7. Cassette tape recorders enable the student to take notes, listen to recorded lectures and texts, or to complete assignments.

8. Talking hand-held calculators with earphones which speak each entry and result should be assessable.

9. Extra time will frequently be needed for the students to complete assignments and exams. Allowing time and a half is usually considered acceptable.

HEARING IMPAIRED

1. Directions should be written either on the chalkboard or on assignment sheets.

2. If the child is skilled in lip reading, the teacher should face the child when speaking.

3. If audio methods are used to supplement instruction, a written synopsis of the important points covered should be provided.

4. Students should be seated at the front of the room.

5. A student can be assigned to provide peer tutoring.

The teacher should realize that a mild to moderate hearing loss will hinder a student's ability to understand language concepts and structure. Emphasis on remediation in language development should occur in the resource room; however, the Career Investigation teacher should be aware of this problem in developing grading procedures.

EMOTIONALLY DISTURBED

1. To determine methods to cope with deviant behavior, the assistance of the school counselor and/or school psychologist should be sought.

2. Trust is important in establishing a relationship so the teacher should be warm and empathetic.

3. Problem-solving skills should be taught.

4. The teacher should utilize operant conditioning. Recordkeeping in the behavior modification process is suggested to test the stability of a pattern of behavior.

LEARNING DISABLED

1. Until a student has been diagnosed and the type of learning disability identified, educational strategies cannot be planned.

2. It is important that the instructional methods be geared to the sense or learning style by which the student learns best.

3. Lessons should be broken into component subskills, allowing the student to master elements of the task and then synthesize the elements or components into the complex level required of the total task.

STUDENTS WITH SPECIAL NEEDS

The slower learner and the limited-English proficient student do not qualify for support services funded by special education. Nevertheless, these students do have special needs and will require modification to both instructional methods and materials in order to experience success. Suggestions for meeting the needs of these students are listed below:

SLOWER LEARNERS

Usually these students are the ones whose I.Q. scores are not low enough to qualify as mentally retarded and whose achievement level is comparable to that of their I.Q., therefore, ruling out the learning-disabled category. Slow learners' I.Q.s are very near the same level as the educable mentally retarded students; therefore, the same adjustments need to be made in methods and materials as mentioned previously. The main problem encountered in dealing with these students is that most teachers do not recognize the fact that these are students with special needs - they will not learn as much, nor as fast, as the majority of the students. Most teachers recognize these students as lacking in motivation when, in fact, they will surely not be motivated if they cannot grasp what is expected of them.

If a student in the class is suspected of being a slower learner, a look at the student's cumulative folder is in order. If the student has not been referred for special education services, a referral should be made. It could be, that through testing, the student will be placed. If the student has been referred and did not qualify, the student is a slower learner; and adjustments will have to be made in order for those methods to be employed by which the student best learns. Special education teachers can be of assistance in the modification of curriculum even though the student did not qualify for special education services. Additional assistance can be provided by the Center for Slower Learners, (214) 407-9277.

LIMITED-ENGLISH PROFICIENT

Students whose primary language is other than English and whose English language skills are such that the students have difficulty performing ordinary classwork in English are considered limited-English proficient (LEP). Sometimes the term *limited-English speaking ability (LESA)* may be used.

Since many schools have not developed the expertise in serving the LEP student, perhaps the best source of assistance for the Career Investigation teacher serving the LEP student is the Technical Assistance Coordinator at the regional education service centers. Funded by Title VII moneys, technical assistance coordinators assist in the implementation, development, and improvement of bilingual education programs at the elementary and secondary levels by offering consultative services on-site and at the education service center. If the school district has bilingual education programs or English-as-a-Second Language (ESL) programs, assistance in modification of methods and materials from teachers in these programs is readily available. In most instances, these teachers will already be working with the LEP students.

ADDITIONAL MODIFICATION STRATEGIES

The following adjustments, which can be reasonably managed in the Career Investigation classroom, should enable any student experiencing difficulties to participate successfully in a regular classroom.

MODIFICATIONS IN METHODS OF INSTRUCTION

The teacher may find it helpful to:

- Provide learning activities that use several channels of communication such as written and oral.
- Allow the student to give reports orally instead of in writing.
- Provide correctly completed examples.
- Group similar items or problems.
- Allow more time for regular assignments.
- Reduce the length of regular assignments.
- Break assignments into a series of smaller assignments, mini-series, or units.
- Underline or outline major points in the regular assignments.
- Include pictures and illustrations whenever possible.
- Color code important words or symbols.
- Allow the use of physical props and aids, such as a ruler for students who skip lines when reading.

In clarifying course assignments, the teacher may wish to:

- Repeat instructions; provide more detailed instructions.
- Use individual contracts with specific requirements.
- Provide a course syllabus or outline.
- Use individual learning packets with clearly-stated objectives.
- Brief students on key points before starting an assignment.
- Give instructions through several channels, such as written and oral.
- Give the assignment orally and allow students to tape record it when assignments are written on the board.

For students who experience difficulties in writing and reading assignments, the Career Investigation teacher may want to use alternatives such as:

- Hands-on activities, physical assignments, and performances.
- Oral presentations, reports, and projects.

Teachers may also provide students with alternative methods for completing assignments. They may:

- Use peer or older tutors to assist students with special needs in practice and drill activities.
- Use group assignments such as projects and panels.
- Have other students read the assignment to poor readers and write down the directions for homework assignments.

MODIFICATIONS OF MATERIALS

Though many Career Investigation teachers seek alternative materials for use in instruction, alternative materials may be especially helpful with those students experiencing difficulties with the regular Career Investigation materials. Teachers may wish to:

- Use high-interest, high-motivational materials.
- Use different format materials to teach the same content, such as puzzles, games, tapes, pictures, and audiovisual aids.
- Borrow, share, and acquire remediation or reinforcement materials from other grade-level teachers and from the special education materials collection.
- Provide study aids such as hints, cue cards, color coding, spelling lists, and guides.
- Provide materials that are programmed or self-checking.
- Retype worksheets so that there is more space between sentences.

MODIFICATIONS TO EVALUATION PROCEDURES

Though most Career Investigation teaches continually monitor the progress of students in the classroom, the students with special needs may need additional modification of their progress in achieving mastery of the essential elements. Teachers may:

- Change the number of questions asked.
- Allow open-book tests.
- Allow more time for, or reduce the length of, regular tests.
- Write out hints or reminders on the test.
- Give the test orally or on a cassette recorder.

The more success students experience in the classroom, the more self-confidence and positive self-esteem they will develop and these go a long way in helping all students achieve their highest potential.

CHAPTER 5
PUBLIC RELATIONS

INTRODUCTION

Effective public relations is one of the many responsibilities of a Career Investigation teacher. Whether the program is new or ongoing, public relations--good, bad, indifferent, deliberate, or accidental--can play a vital role in the survival of the Career Investigation program. A good public relations program enables the teacher to:

- Inform others of the purposes and operations of the Career Investigation program.
- Create a positive image in the eyes of parents, teachers, administrators, and general public.
- Gain support of business community organizations.
- Emphasize the values and need for the program.
- Recruit students to the program.
- Obtain cooperation of the media.

This chapter will provide information concerning the establishment and maintenance of good public relations with the various "publics" involved with education.

SCHOOL PERSONNEL

For the Career Investigation program to succeed in attaining the program goals and objectives, it is important that a favorable attitude among administrators, counselors, and faculty be established. An enthusiastic teacher, consistently doing a good job, and excited Career Investigation students promoting the program can be effective in building a strong foundation for a positive public relations program which begins within the school and educational community. Opening channels of communication that keep the superintendent, principal, and school board informed about the program, its activities, and its outcomes is the first step in establishing a positive program image with school district administrators.

COUNSELORS

Because Career Investigation is an instructional guidance course, it is essential to have the cooperation of the school guidance personnel. Counselors can develop negative feelings if they believe that the Career Investigation teacher is taking over the responsibilities which they feel rightfully belong to them! The teacher should make every effort to work closely with guidance personnel to gain their support and confidence. The Career Investigation teacher can be invaluable to school guidance personnel by offering to:

- Assist in career day/week for the school.
- Provide occupational/career information.

- Develop a cumulative record (interests, aptitudes, etc.) and place in each student's folder and forward to the counselor. The Career Folio can be used for this purpose. Inform counselors of student needs.

- Ask for suggestions and constructive criticism to improve the overall Career Investigation program.

FACULTY AND SUPPORT STAFF

Another vital aspect of the public relations program in the educational community involves enlisting the support of the faculty and support staff. Though gaining their support and goodwill requires a continuous, patient, and sincere effort, the task will be easier if the teacher remembers to:

Be friendly and sincere with all faculty and staff.

Recognize accomplishments of other teachers.

Volunteer for a fair share of extracurricular activities.

Be tactful and diplomatic.

Engage in professional school activities.

Publicize only the accomplishments of the program, not just what is being planned.

Occasionally ask favors of other teachers, particularly in regard to recommending desirable students for the program.

Thank teachers for favors, letting them know they made contributions.

Share occupational/career information with other teachers.

Be businesslike and thorough in conducting the program.

Consult with other teachers concerning problems.

Be prompt in making school reports, which should be neat, orderly, and correct.

Admit when you are wrong without hedging or offering excuses.

Avoid arguing a point even when knowing who is correct.

Never make degrading remarks about general education philosophy, objectives, or methods.

Remain outside of arguments on controversial subjects.

Try to be objective to both sides of any question rather than opinionated or dogmatic.

Avoid petty gossip or joining in cliques within the faculty.

Appendix 5-A contains additional specific suggestions for building positive relations with the people in the school community.

PARENTS

Maintaining good public relations with parents is important if they are to be supportive of the Career Investigation program. The teacher can encourage parental support by (1) utilizing group conferences, (2) distributing pamphlets describing Career Investigation (available free from the Texas Education Agency), (3) presenting information about Career Investigation through a local parent-teacher organizational meeting, and (4) inviting parents to serve as resource persons in the classroom.

GROUP CONFERENCES

Parents are generally curious about what and how their children are being taught. One of the best ways to answer parental questions about the Career Investigation program is to invite them to a group conference. These conferences allow the parents and the teacher to get to know each other better and for parents to be made aware of the goals and objectives of the course. These conferences should not be used to discuss individual children, their attributes, or problems. The group conferences can be a one-time, get-acquainted meeting, or it can be a regularly scheduled student-centered discussion group.

INDIVIDUAL CONFERENCES

In certain instances, individual conferences with parents are helpful. These conferences usually begin where other contact methods end. The parent brings to the conference an understanding of what the student is like at home; and the teacher brings an insight into the student at school. With these two perspectives in focus, everybody gains - especially the student. Individual conferences require even more preparation than group conferences, but if they are well planned and tactfully conducted, the teacher's work will become easier and more effective. Conferences help both the teacher and the parents to understand and solve many problems because they usually result in cooperative planning for the student.

PLANNING FOR PARENT CONFERENCES

The following are suggestions for a productive individual teacher-parent conference:

- The goals of the meeting should be determined.
- An informal, yet private setting should be obtained for the conference.
- A time limit for the conference should be set ahead of time.
- The conference should begin on a positive note.
- The parent should be encouraged to talk.
- The teacher should listen attentively.
- The parent's critical remarks should be overlooked.
- Suggestions should come from the parent.
- Teacher should build on the parent's suggestions.
- The points covered in the conference should be summarized. Plans should be made jointly by the teacher and the parent.

- The conference should end on a note of continuing cooperation.
- After the parent leaves, the teacher should summarize the meeting in writing.

PARENTS' CLASSROOM VISITATION

Parents should be encouraged to visit the school and their child's classroom. One visit to a Career Investigation class makes a stronger impression, creates more understanding, and develops stronger personal relationships than many letters or news reports. When parents arrive, they should be introduced to the pupils and other school personnel.

GENERAL ACTIVITIES TO INVOLVE PARENTS

To establish and/or to improve the public relations with parents, the Career Investigation teacher has a variety of activities from which to choose:

- Hold a night orientation for parents to acquaint them with the program.
- Invite parents to Open House and other special events by sending a letter well in advance of the event.
- Ask parents who are business people to be guest speakers.
- Enlist parents' cooperation in specific projects.
- When parents contribute a service, report the fact to the press and newscasters, and send letters of appreciation.
- Host a Career Investigation parent-student reception or banquet.
- Supplement regular grade-reporting with individual achievement reports.
- When a student's name is in the school paper, send a copy to the parents.
- Involve parents in "study groups" formed to discuss problems or needs relevant to Career Investigation and their children's education.
- Send special invitations for parents to accompany the class on field trips or to visit on days when a guest speaker is scheduled.
- Select parents for ad hoc committees to study specific projects or problems.
- Become active in the local parent-teacher organization.
- Offer to assist parents and civic groups with special community projects.
- During a special event, such as Vocational Education Week, present a program on Career Investigation to the parent-teacher association and to civic clubs and organizations.

UTILIZING MEDIA

Though there are several methods of communication available to the Career Investigation teacher, the newspaper is the best medium for reaching everyone in the community. Other media that is available include letters, radio, and television.

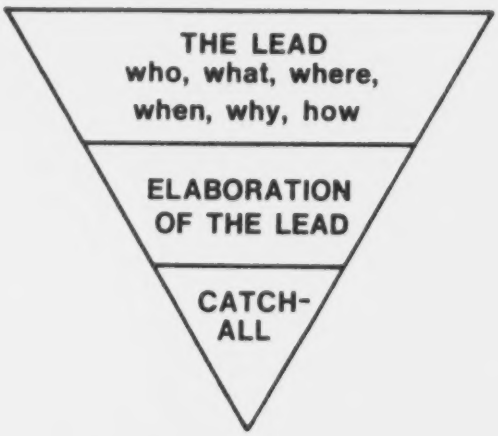
THE WRITTEN WORD

Although everyone does not have the ability to write clever sentences or devise catchy phrases, the ability to create effective written material can be developed. With just a little practice in using simple formulas, any teacher can learn to communicate effectively with the public through the written word.

News is anything that affects the lives of a number of people or will attract their interest. It tells readers something they did not know before, and it describes action. Story ideas which will interest a wide variety of readers is everywhere. The effective Career Investigation teacher is alert at all times to story ideas!

BUILDING A NEWS STORY

The news story presents facts to the reader in a concise and simple manner. A good news story is written using the "inverted pyramid" style of writing. This three-part pyramid begins with the most important part (the lead) at the top. Following in order of importance are the middle (the elaboration) and the bottom (catch-all).



The lead usually answers all or part of six questions: the who, what, where, when, why, and how. The middle elaborates or explains the lead. The bottom gives additional information not essential to the story, but which provides interesting facts. Sometimes if the story is too long for the space available, the editor will leave out the last paragraph or so. Thus, it is essential to write information with this in mind so that important facts appear in the first part of the news story. If any parts of the news story are deleted, the item still "makes sense."

When writing news stories, the writer should remember two things:

1. Names make news, so give complete names, and always be sure to spell them correctly.
2. It is better to include too much than not enough. Let the editor delete.

DEVELOPING A FEATURE STORY

A feature story or a featurette (short feature) is an account of something of unusual interest, such as career days or field trips. The feature story in the local newspaper is useful in giving added emphasis or calling attention to a Career Investigation program or to a special project on which the students are working.

Not everyone can write a feature story successfully, but almost anyone can recognize the makings of a feature. If the teacher does not feel capable of writing a feature story, the idea can be given to the editor!

The feature story usually follows the upright pyramid pattern, which also has three parts.

The lead is a short sentence or paragraph to catch the reader's attention and serves as a guide to the body of the story. The second part is the body of the story, which answers questions in the reader's mind and holds his/her interest. The bottom of the feature story contains the conclusion to drive home the main point of the story.

When writing a feature or featurette, the writer should keep the following points in mind:

- Double- or triple-space all copy submitted.
- Use easy-to-understand words.
- Use figures for numbers above nine, hours of the day, days of the month (omitting d, th, st), dimensions, and ages.
- Spell out numbers at beginning of sentences or change construction of the sentence to avoid using a number as the first word in a sentence.
- Give first name and middle initials of persons the first time they are mentioned in the article.
- Do not fold copy.
- If the article is about a meeting to be held, the address as well as the name of the meeting place should be inluded.
- Write "more" at the bottom of each page except the last one. Place the number "30" at the end of each article.

the students, after touring the plant
-more-
After answering questions, Brown thanked the students on behalf of Any Business, Inc.
-30-

PREPARING PICTURES

Clear black-and-white glossy prints are required for most publications. These may be any size, but 5" x 7" or 8" x 10" are normally preferred. It is almost impossible to successfully reproduce a color print in a newspaper.

Every picture submitted should be identified. It is best to write information on a separate sheet of paper and tape this carefully to the back edge of the picture. Any writing on the back of the picture should be done very lightly in pencil because heavy marks will ruin the image. If a picture must be sent through the mail, a heavy piece of cardboard should be included to prevent bending. Every person shown in a picture should be identified, with the order in which the names are written indicated. Usually the order is from left to right, front row first, etc. The activity and the name of the organization should be included, as well as the name and address of the person submitting the picture. Pictures should never be stapled, glued, or taped to a sheet of paper. A note should be included at the top of any accompanying story that a picture is included.

Most newspapers will return photographs if someone will call for them in person.

NEWS RELEASE CLEARANCE

All news releases should be cleared through proper channels. Each school and/or school district will have different rules on who must approve a story before it is released. Sometimes, only the teacher is responsible. Other districts, however, may require clearance from the school administration. In any case, the individual wishing to submit a news release should be certain of the rules and procedures and should observe them carefully. Sample news releases are included in Appendix 5-B.

UTILIZING LETTERS

Public relations sometimes needs a more personal touch than can be provided by a news story. This can be provided by the thoughtful use of letters sent to students, business people, and others vital to the success of the program. Each letter should be individually typed. Mimeographed letters or letters with mimeographed bodies with the recipients' names typed in are of little benefit in establishing positive public relations.

WHEN TO USE LETTERS

Many types of letters can help build good public relations. More specifically, every letter has some kind of impact on public relations. Prior to sending a letter, the purpose of the letter, how the recipient might respond to it, and who should write the letter should be determined. A formal or an informal tone must be decided. The following are suggested ways to use letters:

- "Thank-you" letters to guest speakers.
- "Thank-you" letters to newspapers or radio and television stations who have given the program publicity.
- Appreciation letters to those who have sponsored field trips. (Sample appreciation certificate is found in Appendix 5-C.)
- Letters of introduction (used for "shadowing," student interviews, etc.).
- Information letters - explaining purposes of the Career Investigation program to parents, business people, or community groups.
- Letters of congratulations written to commend those who have been recognized for achievement.
- Recruitment letters to community organizations requesting their assistance.

RADIO AND TELEVISION

To establish effective communication of Career Investigation activities, the teacher should plan a system to convey information and ideas to individuals and groups. This can be achieved through the cooperation of radio and television stations and community organizations. The broadcast industry gives millions of dollars every year for public service. However, radio and television stations are limited to the hours they are to be on the air because they are licensed by the Federal Communications Commission (FCC). Any broadcast, therefore, should be planned carefully and, if possible, rehearsed.

TYPES OF SHOWS

Before making first contacts with local stations, the local programming should be studied. Educational television channels that operate in the area should not be forgotten. A few possibilities that may be available are group or panel discussions and interview shows. An educational channel may offer an opportunity for a show to explain Career Investigation. This would aid in sustaining community support while attracting students to the program.

PROMPTNESS

Meeting deadlines and being on time for live or taped shows are important. Everyone should arrive well in advance of the time set by the station. Participants should be chosen who have pleasant voices and who are not nervous.

WRITING RELEASES

The basic rules for newspaper copy apply to radio and television. Information should be presented in an accurate, concise, factual, and neat manner. The release should be submitted on 8 1/2" x 11" plain paper, typed double-spaced. "If You Want Air Time," published by the Public Relations Service, National Association of Broadcasters, Washington, D.C. , is an excellent guide to television and radio publicity.

RECRUITING STUDENTS

As an elective, Career Investigation is open to any student eligible to attend public schools. How can the student population be informed about the program? In many districts the continuation of vocational programs is based on the number of students enrolled. Therefore, recruitment of students is very important for the continuation of the program. New programs require an approach that is different from that used in connection with ongoing programs.

PROMOTING NEW CAREER INVESTIGATION PROGRAMS

A teacher of a new program must develop a plan to inform students about the program including the following information: advantages of the program, how to enroll in the program, where to go for information about the program, etc.

The following suggestions are for getting information to the students:

Newspaper articles placed in school and local newspapers explaining Career Investigation

- Radio and/or television interviews or spot announcements about the program
- Letters sent to students (the survey taken the previous year to determine student interest)
- Informational speeches to civic and/or youth organizations to get the program recognized by the community
- Posters describing the program placed in school halls

PROMOTING ONGOING CAREER INVESTIGATION PROGRAMS

In an ongoing program, recruiting students becomes easier each year since "word of mouth" advertising is the most effective. In addition, teachers have successfully used the following :

- Assembly programs (utilizing the teacher, students, former students, films, skits, etc.)
- Homeroom talks (teacher, students)
- Career Day involving total school
- Visitations - students already enrolled in program (talking to other students in the classroom setting)
- Faculty (informing counselors and other teachers of the program)
- Posters and signs
- Bulletin board displays
- School newspapers

Many schools use pre-enrollment procedures. To maintain good working relationships, the teacher should plan activities prior to pre-enrollment in the spring. Any prior approval for such activities should be obtained through the proper channels.

APPENDIX 5-A

BUILDING POSITIVE RELATIONS WITH SCHOOL PERSONNEL

1. Invite principals, counselors, office personnel, and the school nurse to your classroom for a personal tour.

2. Invite principal and counselors to open house, parents' night, or any other function regarding the Career Investigation class.

3. Inform all school personnel of any honor or award received by the students in the Career Investigation class through special announcements, hand-written notes in mailboxes, or signs on general school bulletin boards.

4. Use other teachers (speech, English, art) to assist students in assignment prepartion. Be sure to thank them, verbally and written, for their assistance.

5. Volunteer to assist school personnel with comnittee work: classroom representative, testing time, sponsoring school trips, etc.

6. Acquaint new teachers to the building with the Career Investigation program and classroom.

7. Make special presentations to teachers (carnations on birthdays or other special recognition).

8. Send Christmas cards to all school personnel from the class.

9. When you have fund raising activities, occasionally leave a "freebie" for office personnel in the lounge, etc., with a little sign "Compliments of 2nd Period Career Investigation Class".

10. Take a little extra time to work with custodians. Remember them at Christmas with cards, small gifts, etc. Custodians and the principal's secretary are the most important people on a campus to have on your side!

11. Remember the cafeteria workers; they see your students daily and can often help you recruit students.

12. Congratulate coaches on victories; attend the games and comment on their activities. Also remember speech, band, choir, and all other departments of the school that have school functions. Make special posters for events for them.

13. Work with other vocational teachers in the district in planning special weeks or months during the year; also assist in preparing display cases or bulletin boards.

14. Share special speakers to your class with other teachers; help other teachers locate speakers utilizing your Career Resource File.

15. Remember the school secretaries and other office personnel in a special way, especially during Secretary's Week/Day. These people assist you in innumerable ways.

16. Work with your librarian for special displays in the library; and work with the librarian in ordering books and materials for the Career Investigation program.

17. Occasionally offer to prepare a bulletin board on the Career Investigation program for the library.

18. Use the library classroom occasionally for slide presentations to various groups.

19. Remember the special education teachers in the district; many have students who work in the community and often they can refer business resource people to you.

20. The art department can often help you with signs, banners, and displays. Take time to visit their department to see their work, and ask to display it in your room or office.

APPENDIX 5-B

SAMPLE NEWS RELEASE

(Person Submitting Article) _____(Date)_____

(Title of Position) ____ FOR IMMEDIATE RELEASE

_____(School)

___(City)_____(State)

__(Telephone)

Story: Career Study Tour (Industrial Tour)

Career Investigation students at _____ (name of school) have a better idea about commercial construction after a recent study tour of _____.

Of special interest to the students was _____.

It is through such activities as this tour that students are learning about various.occupations in the wor]d of work, _____, Career Investigation teacher at _____ said.

SAMPLE NEWS RELEASE

(Person Submitting Article) _____(Date)_____

(Title of Position)____ FOR IMMEDIATE RELEASE

_____(School)

___(City)_____(State)

__(Telephone)

Subject: Guest speaker for Career Investigation Class

"Self-satisfaction may be found through gainful employment," _____ said in an address to the Career Investigation Class at _____ (name of school).

Jones, president of XYZ Corporation, illustrated her remarks with a film showing people at work in various occupations.

In addition to finding self-satisfaction in a job, a person earns a living and achieves a measure of success at the same time, Jones continued. She further explained that planning one's future increases the possibility of success more than "just letting things happen."

After conducting a question-and-answer session, Jones said, "Plan ahead and make your education really count."

APPENDIX 5-C

CERTIFICATE of APPRECIATION

This certificate is presented to

_____

for contribution to and support of the Career Investigation

program at _____

Name of school

_____ _____

Teacher *Principal*

_____ _____

Date *Vocational Director*

CHAPTER 6
CAREER GUIDANCE MATERIALS AND RESOURCES

INTRODUCTION

The successful Career Investigation program provides students with a vast resource of information that is presented through diverse instructional techniques using a variety of instructional materials. In addition to the state-approved instructional materials developed and available through the Educational Development and Training Center at East Texas State University, a wealth of career guidance materials is available from commercial companies. This chapter is devoted to providing names and addresses of commercial companies who sell career guidance materials applicable for use in the Career Investigation program. Catalogs can be obtained free-of-charge by simply writing the company and requesting information concerning available career guidance materials.

Though many titles and their descriptions sound great, often the content has little resemblance to what was expected! To ensure that materials are relevant to the program, provide the desired information and/or activities, and have an appropriate reading level, it is recommended that a sample copy of the item(s) being considered for purchase be requested on a 30-day preview basis. For your convenience, an annotated listing of specific resources that have been recommended by experienced career investigation teachers is included as an appendix to this chapter.

The listing of career guidance materials vendors in this chapter should by no means be considered exhaustive, nor should it be considered indicative of an endorsement by the Texas Education Agency, East Texas State University, or the Educational Development and Training Center.

CAREER GUIDANCE VENDORS

The Academy for Economic Education
1000 Virginia Center Parkway
Richmond, VA 23295
(Provides activities dealing with entrepreneurship and free enterprise.)

Allied Education Council
P.O. Box 78
Galvin, MI 49113

American College Testing Program
P.O. Box 68
Iowa City, IA 52243

American Guidance Service, Inc.
Publisher's Building
P.O. Box 99
Circle Pines, MI 55014-1796

Arco Publications
Education Division
215 Park Avenue South

Bell & Howell
Old Mansfield Road
Wooster, OH 44691

Bennett & McKnight Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615

Berwall Productions, Inc.
839 Stewart Avenue
Garden City, NY 11530

CFKR Career Materials, Inc.
P.O. Box 437
Meadow Vista, CA 95722

Career Aids, Inc.
20417 Nordhoff St., Dept. JG
Chatsworth, CA 91311

Career Development Software
207 Evergreen Drive
Canclever, WA 98661

Career Skills Assessment Program
of the College Board
P.O. Box 2846
Princeton, NJ 08541

Center for the Humanities
The Communications Park
P.O. Box 1000
Mt. Kisco, NY 10549

Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

Classroom World Productions
c/o Nat'l. School & Industrial Corp.
P.O. Box 28166
Raleigh, NC 27611

Cole Supply
P.O. Box 1717
Pasadena, TX 77501

The Conover Company
P.O. Box 155
Omro, WI 54963

Current Affairs Films
24 Danbury Road
Wilton, CT 06897

Curriculum Innovations, Inc.
P.O. Box 310
3500 Western Avenue
Highwood, IL 61140

Cambridge Career Products
#2 Players Club Road
Charleston, WV 25311

Career Counseling Services
2024 Robin Drive
Fairfield, CA 94533

Career Publishing, Inc.
910 North Main Street
P.O. Box 5486
Orange, CA 92667

Careers, Inc.
P.O. Box 135
Largo, FL 34294-0135

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210

Classroom Reading Service, Inc.
945 M. South Greenwood Ave.
P.O. Box 747
Montebello, CA 90604

Chronicle Guidance Publications
Aurora Street
Moravia, NY 13118

Communications Publishers
3100 Broadway, #225
Kansas City, MO 64111

Counselor Films, Inc.
146 Montgomery Avenue
Bala Cynwyd, PA 19004

Curriculum Innovations Group
P.O. Box 16730
Columbus, OH 43272-2677

Curriculum Publishing
Clearinghouse
Western Illinois University
Horrabin Hall, #46k
Macomb, IL 61455

Denoyer-Geppert Audiovisuals
5235 N. Ravenswood Avenue
Chicago, IL 60640

Disney Educational Productions
108 Wilmot Road
Deerfield, IL 60015

EMC Publishing
300 York Avenue
St. Paul, MN 55101

Educational Design, Inc.
47 West 13th Street
Richardson, TX 75081

Fearon Publishers
19 Davis Drive
Belmont, CA 94002

Gregg/McGraw Hill
P.O. Box 996
Norcross, GA 30091

Harvest Educational Labs
73 Pelham Street
Newport, RI 02480

Ideal School Supply Co.
Oak Lawn, IL 60453

Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

JIST Works, Inc.
720 North Park Avenue
Indianapolis, IN 46202-3431

Junior Achievement
P.O. Box 1167
Austin, TX 78767

Dictation Disc Company
14 East 38th Street
New York, NY 10016

Division Committee on Minority Programs
108 West Grand Avenue
Chicago, IL 60018

EDITS
P.O. Box 7234
San Diego, CA 92107

Educational Images, LTD
P.O. Box 3456 West Side Station
Elmira, NY 14905

Freebies Magazines
P.O. Box 20283
Santa Barbara, CA 93120
(Provides a listing of resources which may be secured free)

Hampden Publications, Inc.
P.O. Box 4873
Baltimore, MD 21211

Henry Holt and Company
115 West 8th Street
New York, NY 10011

Instructional Materials Lab
University of Missouri-Columbia
10 Industrial Education Bldg.
Columbia, MO 65211

Jefferson Software
One Player Club Drive
Department JS-2
Charleston, WV 25311

Josten's Educational Services
5501 Norman Center Drive
Minneapolis, MN 55437
(One-of-a-kind; a course on positive self-image.)

Karol Media
P.O. Box 7600, 350 N. Penn Ave.
Wilkes Barre, PA 18773-7600

Jon Kennedy Cartoons
301 Donaghey Building
Little Rock, AK 72201

Lakeshore Curriculum Materials, Inc.
2695 East Dominquez Street
Carson, CA 90749

Lothrop, Tree & Shepard Co.
105 Madison Avenue
New York, NY 10016

Mafex Associates, Inc.
90 Cherry Street, Box 519
Johnston, PA 15907

McKnight Publishing Co.
P.O. Box 2854
Bloomington, IL

Metropolitan Life Insurance Company
P.O. Box 950
Madison Square Station
New York, NY 10160-0950

Mind
5845 Gardner Highway
Alexandria, LA 71303

National Advisory Council for
Career Education
7th and D Street Southwest
R.O.B. 3, Room 3100
Washington, DC

National Center for Research
in Vocational Education
2150 Shattuck Avenue, Suite 600
Berkeley, CA 9474

Newsweek
444 Madison Avenue
New York, NY 10022

Ohio State University
Instructional Materials Lab
11885 Neil Avenue
122 Townsend Hall
Columbus, OH 43210

King Features
Education Division
Dept. 1197, 235 E. 45th St.
New York, NY 10017

Learning Tree Filmstrips
P.O. Box 4116
Englewood, CO 80155

MAVCC
1500 W. Seventh Street
Stillwater, OK 74074

McGraw-Hill Book Company
P.O. Box 996
Norcross, GA 30091

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43213

Julian Messner Publishers
Simon & Schuster Building
1230 Avenue of the Americas
New York, NY 10020

Modern Talking Picture Service
Film Scheduling Center
5000 Park Street North
St. Petersburg, FL 33709

National Career Consultants, Inc.
1300 East Arapaho Road
Richardson, TX 75081

National Learning Productions
St. Albans, WV 25177-0246

Occupational Awareness
P.O. Box 948
LosAlamitos, CA 90720

Paperbacks for Educators
1240 Ridge Road
Ballwin, MO 63021

J. C. Penney Co., Inc.
Consumer Affairs Department
Educational Relations
1301 Avenue of the Americas
New York, NY 10019

Portland State University
Division of Continuing Education
P.O. Box 1491
Portland, OR 97207

Prentice Hall Media
Servcode DV
150 White Plains Road
Tarrytown, NY 11059

Ready Reference Press
P.O. Box 5349
Santa Monica, CA 90405

Reed Career Services
4445 Calgary Trail South
Suite 800
Edmonton, Alberta T6H 979

Sage Publications
P.O. Box 5024
Beverly Hills, CA 90210

The School Company
P.O. Box 5379
Vancouver, WA 98668

Talent Assessment, Inc.
P.O. Box 5087
Jacksonville, FL 32247-5087

Ump's Fwat
Figgie International, Inc.
1000 Virginia Center Parkway
Richmond, VA 23295
(Great activity for the entrepreneurship area of study; available free of charge)

United States Department of Labor
Bureau of Labor Statistics
555 Griffin Square Bldg., Room 221
Dallas, TX 75202

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Prakken Publications, Inc.
P.O. Box 8623
Ann Arbor, MI 48107

Psychological Corp.
7500 Old Oak Blvd.
Cleveland, OH 44130

Real World
235 East 45th Street
New York, NY 10017

STM Systems Corporation
810 Proctor Avenue
Industrial Park Bldg. #3
Ogdensburg, NY 13669

Sage Publications
80 Commerce Drive
Rochester, NY 14623

Southwestern Publishing Co.
5101 Madison Avenue
Cincinatti, OH 45227

Texas Society of Certified Public Accountants Foundation TSCPA
1421 W. Mockingbird Lane
Suite 100
Dallas, TX 75247-4957

Understanding Taxes
P.O. Box 458
Wayland, NY 14572

United States Government
Printing Office
Superintendent of Documents
Washington, D. C. 20402

University of Wisconsin
Publications Unit
1025 W. Johnson St.
Madison, WI 53706

Vocational Filmstrip Co.
3033 Aloma
Wichita, KS 67211

Vocational Studies Center
University of Wisconsin-Madison
1025 W. Johnson, Dept. K
Madison, WI 53706

Walt Disney Educational Media Co.
500 South Buena Vista Street
Burbank, CA 91521

Women's Educational Equity Act
Publisher Resources for Sex Equity
Education Development Center
55 Chapel Street
Newton, MA 02160

Vocational Biographies, Inc.
P.O. Box 31
Sauk Centre, MN 56378-0031

Vocational Guidance Materials
(VGM) Career Horizons
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975

J. Weston Walch, Publishers
321 Valley Street
P.O. Box 658
Portland, ME 04104

Westminster Press
The Witherspoon Bldg.
Philadelphia, PA 19107

APPENDIX 6-A

REFERENCES/RESOURCES

NAME: **Career World**

TYPE: Magazine

COST: Nine issues per year $6.25 each; minimum order is 15 subscriptions.

COMPANY: Curriculum Innovations Group

DESCRIPTION: Excellent magazine for the Career Opportunities area of study.

NAME: **The Anti-Coloring Book**

TYPE: Pages with illustrations and critical-thinking questions.

COST: $6

COMPANY: Henry Holt and Company

DESCRIPTION: Addresses five grade levels--second-sixth. Excellent for use as sponge activities.

NAME: **DOSC Assessment Forms**

TYPE: Self-Appraisal forms

COST: $99 (500 forms)

COMPANY: EDITS

DESCRIPTION: Self-Appraisal

NAME: **Handling Relationships**

TYPE: Problem-solving activities

COST: $20

COMPANY: J. Weston Walch

DESCRIPTION: Fifty reproducible activity masters. Excellent for use in self-appraisal and career and educational planning.

NAME: **Life Skills and Me**

TYPE: Workbook

COST: not provided

COMPANY: JIST

DESCRIPTION: Excellent series of activities addressing life skills.

NAME: **Project Business Consultant Manual**

TYPE: Curriculum Guide

COST: FREE

COMPANY: Junior Achievement

DESCRIPTION: This manual is to be used by the teacher and his/her business consultant. The consultant will teach the class once a week. Appropriate for use with Self-Appraisal and Economic and Societal Factors.

NAME: **Career Skit Kit**

TYPE: Reproducible workbook

COST: $20

COMPANY: J. Weston Walch, Publisher

DESCRIPTION: Contains 25 skits or radio plays and activity sheets. Excellent for use when addressing the communications and media cluster.

NAME: **Choosing a Job You'll Like**

TYPE: Photocopy Masters

COST: $20

COMPANY: J. Weston Walch, Publishers

DESCRIPTION: Fourth-grade reading level stories describing 65 jobs that do not require a college education.

NAME: **Better Reading for Better Jobs**

TYPE: Reproducible Book

COST: $20

COMPANY: J. Weston Walch, Publisher

DESCRIPTION: Worktext with actual on-the-job simulations to give students practice in job-related reading, writing, reasoning, and computation tasks.

NAME: **Banking Student and Study Guide**

TYPE: Banking Checkset

COST: FREE

COMPANY: National Learning Productions

DESCRIPTION: Economic and Societal Factors--Personal Money Management.

NAME:	**Careers Encyclopedia**
TYPE:	Book
COST:	$30
COMPANY:	VGM Career Horizons
DESCRIPTION:	Provides career information; written on low reading level.
NAME:	**Finding a Job in the U.S.**
TYPE:	Book
COST:	not provided
COMPANY:	VGM Career Horizons
DESCRIPTION:	Twelve chapters detailing job acquisition process.
NAME:	**Occupational Outlook Handbook**
TYPE:	Publication
COST:	$18
COMPANY:	Educational Development and Training Center
DESCRIPTION:	Most widely-used career reference. Features many photographs and 220+ job descriptions. This publication is a must for the career investigation teacher.
NAME:	**Dictionary of Occupational Titles**
TYPE:	Publication
COST:	$22
COMPANY:	Educational Development and Training Center
DESCRIPTION:	Virtually every career information book or system cross-references this book. This publication is a must for the career investigation teacher.
NAME:	**Jon Kennedy Cartoons**
TYPE:	Posters
COST:	$1 each in sets of eight or nine
COMPANY:	Jon Kennedy Cartoons
DESCRIPTION:	Career education cartoon-type posters (18" X 24").

NAME: **Career Dials**

TYPE: Cards

COST: $8υ

COMPANY: Career Aids

DESCRIPTION: Clever chart that rotates to display basic job information for 10 jobs in each cluster.

NAME: **Career Education Posters**

TYPE: Posters

COST: $28

COMPANY: Career Aids

DESCRIPTION: Graphic posters of our fifteen occupational clusters (17" X 22").

NAME: **Careers that Count**

TYPE: Occupational Briefs

COST: Not provided

COMPANY: Careers, Inc.

DESCRIPTION: Excellent for use when studying the fifteen occupational clusters.

NAME: **The Career Box**

TYPE: Occupational Resource Module

COST: not provided

COMPANY: Fearon Education Publishers

DESCRIPTION: Fifty-six concise booklets (fourth-sixth grade reading level).

NAME: **Vocational Careers**

TYPE: Biographies

COST: $299 (starter set)

COMPANY: Vocational Biographies, Inc.

DESCRIPTION: Spiral-bound books in two display stands. Real-life biographies of people in different careers. Excellent for use when studying the clusters.

NAME: **Career Discovery Encyclopedia**

TYPE: Publication

COST: $99 (set of six)

COMPANY: Fearon Publishing Company

DESCRIPTION: Hard-bound set of six encyclopedias. Gives job information, education and training, earnings, and additional resources. Excellent for use when addressing the career opportunities area of study.

NAME: **Career Cluster File**

TYPE: Occupational Briefs

COST: $250

COMPANY: Careers, Inc.

DESCRIPTION: Occupational briefs grouped according to the fifteen occupational clusters. These are wonderful to use when students research career opportunities.

NAME: **Occufile**

TYPE: Occupational briefs

COST: $200

COMPANY: CFKR Career Materials

DESCRIPTION: Career briefs (346); excellent for career information research.

NAME: **Career Decision-Making Model**

TYPE: Self-Appraisal Assessment Instrument

COST: $30 (package of 25)

COMPANY: American Guidance Service

DESCRIPTION: Self-Appraisal--career interest survey.

APPENDIX 6-B

SOFTWARE

NAME:	**Career Counselor**
TYPE:	Apple
COST:	$60
COMPANY:	Career Aids, Inc.
DESCRIPTION:	Self-Appraisal--interest inventory
NAME:	**Value Search**
TYPE:	Apple
COST:	$95
COMPANY:	Career Aids, Inc.
DESCRIPTION:	Self-Appraisal--values inventory
NAME:	**Vocational Interest Profile**
TYPE:	Apple
COST:	$98
COMPANY:	Cambridge Career Products
DESCRIPTION:	Self-Appraisal--interest inventory
NAME:	**JOB-O**
TYPE:	Apple
COST:	$89
COMPANY:	CFKR Career Materials, Inc.
DESCRIPTION:	Self-Appraisal--interest inventory
NAME:	**OOOC**
TYPE:	Apple
COST:	$90
COMPANY:	CFKR Career Materials, Inc.
DESCRIPTION:	Occupational Outlook on computer

NAME: **Emerging Occupations Interest Inventory**

TYPE: Apple

COST: $80

COMPANY: Career Aids, Inc.

DESCRIPTION: Self-Appraisal--interest inventory that compares answers to 100 new or emerging occupations.

NAME: **Career Scan IV**

TYPE: Apple and IBM

COST: $169

COMPANY: Career Aids

DESCRIPTION: Career Opportunities--careers search and exploration package that accesses 800 occupations.

NAME: **Choices Junior**

TYPE: Apple

COST: $315

COMPANY: STM Systems Corporation

DESCRIPTION: Self-appraisal--user-friendly interest inventory.

NAME: **PIC**

TYPE: Apple

COST: not provided

COMPANY: Talent Assessment, Inc.

DESCRIPTION: Self-Appraisal--pictorial interest inventory. Excellent for use with educationally disadvantaged students.

NAME: **Career System 2000**

TYPE: Apple

COST: $220

COMPANY: Careers, Inc.

DESCRIPTION: Self-Appraisal and Career Opportunities--up-to-date career information.

NAME: **COIN Occupational Search**

TYPE: Apple

COST: $250

COMPANY: VGM Career Horizons

DESCRIPTION: Self-Appraisal--students develop a personal profile based on salaries, interests, working conditions, career clusters, educational/training requirements, and physical strengths and weaknesses.

NAME: **Occupational Interest Matching**

TYPE: Apple

COST: $90

COMPANY: Career Aids, Inc.

DESCRIPTION: Self-appraisal--students answer 20 questions related to job characteristics in order to develop a listing of compatible job titles.

NAME: **Work Activities Inventory**

TYPE: Apple

COST: $150

COMPANY: Career Aids

DESCRIPTION: Self-Appraisal--interest inventory that works well as an enrichment activity.

NAME: **Business Education Software**

TYPE: Apple and IBM

COST: contact vendor

COMPANY: J. Weston Walch, Publisher

DESCRIPTION: Variety of different software applications.

NAME: **Career and Educational Planning**

TYPE: Apple and IBM

COST: contact vendor

COMPANY: The School Company

DESCRIPTION: Variety of different software applications.

NAME: **Computers at Work**

TYPE: IBM

COST: $200 each or 3 for $500

COMPANY: McGraw-Hill/Gregg Division

DESCRIPTION: Video and software addressing the use of computers in the world of work.

NAME: **Advanced Computer Programs**

TYPE: IBM

COST: $65-250

COMPANY: Dictation Disc Company

DESCRIPTION: Excellent instructional software.

NAME: **The Micro Art of Interviewing**

TYPE: Apple

COST: not provided

COMPANY: Career Development Software, Inc.

DESCRIPTION: Economic and Societal Factors--excellent for use with the job acquisition unit of instruction.

APPENDIX 6-C

AUDIOVISUALS

NAME: **Goofy Goes to Work**

TYPE: Filmstrip

COST: $179

COMPANY: Disney Educational Productions

DESCRIPTION: Economic and Societal Factors--job search, job interview, and getting and keeping a job.

NAME: **Heroes**

TYPE: Filmstrip or Video

COST: $99

COMPANY: Disney Educational Productions

DESCRIPTION: Career Opportunities--inspirational media showing the contributions various people have made to the world because of their careers.

NAME: **The Fascinating World of Work: Planning for Success**

TYPE: Filmstrip or Video

COST: $200

COMPANY: Educational Images LTD.

DESCRIPTION: Career Opportunities--provides an overview of various career opportunities.

NAME: **Liking Me: Building Self-Esteem**

TYPE: Filmstrip or filmstrip on video

COST: $129

COMPANY: Sunburst Communications

DESCRIPTION: Self-Appraisal--stresses the importance of building self-esteem and handling "put downs."

NAME: **I Blew It!: Learning from Failure**

TYPE: Filmstrip or video

COST: $129

COMPANY: Sunburst Communications

DESCRIPTION: Self-Appraisal--emphasizes how to learn from failure.

NAME: **Making Decisions: You Can Learn How!**

TYPE: Filmstrip or filmstrip on video

COST: $129

COMPANY: Sunburst Communications

DESCRIPTION: Educational and Career Planning--five step decision-making process for middle school students.

NAME: **Employment Interview Activity Pack**

TYPE: Cassette and activities

COST: $27

COMPANY: J. Weston Walch Publisher

DESCRIPTION: Economic and Societal Factors--four job interviews presented on tape (includes interview evaluation sheets and sample job applications).

NAME: **How to Get Along On The Job**

TYPE: Cassette and worksheets

COST: $36

COMPANY: J. Weston Walch, Publisher

DESCRIPTION: Economic and Societal Factors--brief dramatizations of 15 job-related episodes that involve attitudes needed on the job. Third grade reading level.

NAME: **Understanding Taxes**

TYPE: Video (includes handouts)

COST: FREE

COMPANY: Internal Revenue Service

DESCRIPTION: Economic and Societal Factors--includes information regarding taxes, W-2 form, W-4 form, 1040EZ form, etc.

NAME: **Career Exploration Video Series**

TYPE: Video

COST: $80 each or a set of fourteen $995

COMPANY: Career Aids

DESCRIPTION: Career Opportunities--careers in 14 occupational clusters are presented.

NAME: **The Long-Haul Truck Driver**

TYPE: Filmstrip

COST: not provided

COMPANY: Singer Educational Division

DESCRIPTION: Career Opportunities--an excellent portrayal of one day in the life of a long-haul truck driver. Includes information regarding education/training requirements, salary, outlook, etc.

NAME: **CAST: Career and Social Skills Training**

TYPE: Video

COST: $500

COMPANY: The Conover Company

DESCRIPTION: Career Opportunities--a series of videos, software package, manual, and student answer booklets.

NAME: **Vocational Visions Series**

TYPE: Video

COST: $169

COMPANY: Career Aids

DESCRIPTION: Career Opportunities--addresses five jobs in nine clusters.

NAME: **Fifteen Occupational Clusters**

TYPE: Filmstrip

COST: not provided

COMPANY: Ideal School Supply Company

DESCRIPTION: Career Opportunities--a set of filmstrips addressing the fifteen occupational clusters.

NAME: **Discovering the World of Work**

TYPE: Filmstrip

COST: not provided

COMPANY: Walt Disney Educational Products

DESCRIPTION: Career Opportunities--inside view of careers using the Disney characters.

NAME: **Managing Your Money**

TYPE: Filmstrip

COST: not provided

COMPANY: Walt Disney Educational Media

DESCRIPTION: Economic and Societal Factors--good introduction to managing your money.

NAME: **Working**

TYPE: Video

COST: $25

COMPANY: Metropolitan Life Insurance Company

DESCRIPTION: Career Opportunities--excellent introduction to the clusters (includes video and reproducible booklet).

NAME: **Variety of Careers**

TYPE: Videos and 16 mm

COST: FREE RENTAL

COMPANY: Modern Talking Picture Service

DESCRIPTION: Career Opportunities--a variety of general career information.

NAME: **It All Adds Up!**

TYPE: Video or 16 mm

COST: FREE RENTAL

COMPANY: Texas Society of CPAs

DESCRIPTION: Career Opportunities--focuses on careers in accounting.

NAME: **How to Relate Needs, Interests, and Aptitudes to Jobs**

TYPE: Filmstrip

COST: $59

COMPANY: Cambridge Career Products

DESCRIPTION: Self-Appraisal--introduction to needs, interests, and aptitudes.

NAME: **On the Job Skills**

TYPE: Filmstrip

COST: $129

COMPANY: Hampden Publications, Inc.M

DESCRIPTION: Economic and Societal Factors--addresses paychecks, time cards, fringe benefits, and communication skills.

NAME: **Learning Work-Related Skills**

TYPE: Filmstrip, cassettes, and response booklets

COST: $129

COMPANY: Hampden Publications, Inc.

DESCRIPTION: Economic and Societal Factors--addresses employability skills (job application, resume, letters of application, interviews) and taking telephone messages, writing a business letter, and budgeting.

NAME: **Fascinating World of Work**

TYPE: Filmstrip

COST: not provided

COMPANY: National Career consultants, Inc.

DESCRIPTION: Career Opportunities--addresses 66 different careers.

NAME: **How to Get Along with People on the Job**

TYPE: Filmstrip

COST: $59

COMPANY: Cambridge Career Products

DESCRIPTION: Economic and Societal Factors--good visual reinforcement for on-the-job relations unit.

NAME: **Getting a Job**

TYPE: Filmstrip

COST: $129

COMPANY: Hampden Publications, Inc.

DESCRIPTION: Economic and Societal Factors--excellent for use with job acquisition unit.

NAME: **A Day in the Life of...**

TYPE: Filmstrip

COST: $48 each

COMPANY: Cole Supply

DESCRIPTION: Career Opportunities--daily adventures of basketball coach, police detective, TV news reporter, emergency room nurse, and rock musicians.

NAME: **Learning About Careers**

TYPE: Cassettes

COST: not provided

COMPANY: Hampden Publications, Inc.

DESCRIPTION: Career Opportunities: cassette-directed activity units focuses on a variety of careers.

NAME: **Job Attitudes and Habits**

TYPE: Filmstrip

COST: not provided

COMPANY: Educational Design, Inc.

DESCRIPTION: Economic and Societal Factors--focuses on -the-job relations.

NAME: **Job Interview Skills**

TYPE: Filmstrip

COST: $107

COMPANY: Educational Design, Inc.

DESCRIPTION: Economic and Societal Factors--focuses on job interviews.

NAME: **Job Survival Skills/Gross Net Pay**

TYPE: Filmstrip

COST: not provided

COMPANY: Interpretive Education

DESCRIPTION: Economic and Societal Factors--for use with understanding the paycheck unit.

NAME: **Developing Your Resume**

TYPE: Video

COST: $70

COMPANY: Cambridge Career Products

DESCRIPTION: Economic and Societal Factors--focuses on developing a resume.

NAME: **Completing an Application**

TYPE: Video

COST: $70

COMPANY: Cambridge Career Products

DESCRIPTION: Economic and Societal Factors--designed for use with job acquisition skills unit.

NAME: **Interviewing Techniques**

TYPE: Video

COST: $80

COMPANY: Cambridge Career Products

DESCRIPTION: Economic and Societal Factors--designed for use with job interview unit.

NAME: **Setting Career Goals the Video Way**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Educational and Career Planning--for use with goals and making career plans instructional units.

NAME: **Labor Unions: What You Should Know**

TYPE: Video

COST: not provided

COMPANY: Guidance Associates

DESCRIPTION: Economic and Societal Factors--for use with labor union unit of instruction.

NAME: **Dream Your Own Dream**

TYPE: Video

COST: FREE

COMPANY: Members' Activities, Division Committee on Minority Programs

DESCRIPTION: Career Opportunities--an overview of the civil engineering profession and its different disciplines. Emphasizes the application of science and mathematics and also encourages minorities and women.

NAME: **Jobs for the 90's**

TYPE: Video

COST: $229

COMPANY: Sunburst Communications, Inc.

DESCRIPTION: Career Opportunities--helps students focus on the fastest-growing, most promising career prospects in the 1990's.

NAME: **Voc-Ties**

TYPE: Video

COST: not provided

COMPANY: Piney Mountain Press, Inc.

DESCRIPTION: Self-Appraisal--vocational training inventory and explanation survey.

NAME: **Discovering Your Personality**

TYPE: Filmstrip

COST: not provided

COMPANY: Guidance Associates

DESCRIPTION: Self-Appraisal--helps student evaluate their personalities as seen by others.

NAME: **Values, Decisions, and Success**

TYPE: Video

COST: not provided

COMPANY: Education Associates

DESCRIPTION: Self-Appraisai--makes viewers aware of the importance of possessing a strong value system.

NAME: **Crack**

TYPE: Video

COST: $99

COMPANY: Sunburst Communications, Inc.

DESCRIPTION: Economic and Societal Factors--interviews six former teenage addicts and explains how crack can ruin a career.

NAME: **Social Security**

TYPE: Filmstrip

COST: not provided

COMPANY: United States Department of Health, Education, and Welfare

DESCRIPTION: Economic and Societal Factors--explains the social security system.

NAME: **Career Planning Steps**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Educational and Career Planning--excellent video to support Making Career Plans unit.

NAME: **Dealing with Peer Pressure**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Self Appraisal--addresses personal decision making and positive self-esteem for avoiding and overcoming effects of negative peer pressure.

NAME: **Effective Study Skills**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Good overview for learning the study behaviors tat lead to high achievement.

NAME: **The Four Stages of Interviewing**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Economic and Societal Factors--clear examples of proper interview techniques. High viewer appeal.

NAME: **Getting Along with Others**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Economic and Societal Factors--excellent for use with the on-the-job relations unit.

NAME: **Keys to Job Success**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Economic and Societal Factors--addresses working with a boss, working with others, and working with an organization.

NAME: **People and Values**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Self-Appraisal--excellent for use with understanding yourself unit of instruction.

NAME: **The School Survival Video Game**

TYPE: Videos (2), gameboard, reproducible worksheets

COST: $200

COMPANY: Educational Development and Training Center

DESCRIPTION: Using a creative and fun gameboard format, this video game helps teach students about what is needed to survive and succeed in school.

NAME: **Setting Educational/Vocational Goals**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Educational and Career Planning--four settings, vocational schools, junior/community colleges, colleges, and universities.

NAME: **Why Stay in School?**

TYPE: Video

COST: $75

COMPANY: Educational Development and Training Center

DESCRIPTION: Educational and Career Planning--this highly-entertaining video establishes a close link between work and school.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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